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ABSTRACT

The 19th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is organized around a model which views educational results as products of three sets of factors: the context and environment in which the education is provided, student characteristics, and school programs and services. Section 1, on context/environmental factors discusses five factors: (1) general education reform, (2) poverty among children: The impact on special education, (3) the cost of special education, (4) social problems such as drug abuse and violence in schools, and (5) the disproportionate representation of racial minority students in special education. Section 2, on student characteristics, focuses on four groups of students: infants and toddlers with disabilities served under IDEA, Part H; children served under the IDEA, Part B Preschool Grants Program; other students served under IDEA, Part B; and students with attention deficit/hyperactivity disorder. Section 3, on school programs and services has seven modules on: (1) the continuum of placements (from regular classes to residential facilities); (2) inclusion of students with disabilities in statewide assessments; (3) developing a partnership between families and professionals; (4) the continuum of options in dispute resolution; (5) monitoring compliance with IDEA; (6) advances in teaching and instructional design; and (7) advances in technology for special education. A fourth section, on student results, contains two modules, the first module highlights the Part H Longitudinal Study, and the second module reports on secondary completion rates for students served under IDEA. Extensive appendices provide data tables (child count, educational environments, personnel data, exiting data, population and enrollment data, financial data, and early intervention); summaries of state agency/federal evaluation studies; profiles of the program agenda; activities of the regional resource centers; and summaries of activities and results of the state transition grants. (Individual sections contain references.) (DB)

ED 412 721

TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Nineteenth Annual Report to Congress
on the Implementation of
The Individuals with Disabilities Education Act

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Nineteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

U.S. Department of Education

1997

EXECUTIVE SUMMARY

SECTION I

Context/Environmental Factors: This section has five modules that describe societal and educational factors that are currently affecting the delivery of services to children with disabilities and their families.

School Reform and Students with Disabilities: The Changing Context of Classrooms

- Over the past 15 years, general education reforms have focused on six major policy areas: standards development, assessment, accountability, governance, teachers, and finance. During the same period, special education programs have been changing as a result of efforts to promote inclusion of students with disabilities in regular education classrooms, to decrease inappropriate identification of students with disabilities (particularly cultural- or language-minority children), and to improve postschool results of all students receiving special education services.

- A recent national survey conducted by the Council of Chief State School Officers in collaboration with the Center for Policy Research on the Impact of General and Special Education Reform indicated that 38 States and the District of Columbia have standards ready in one or more content areas. Thirty-four States and the District of Columbia will apply those content standards to students with individualized education plans (IEPs).

- Teacher licenses for both special education and general education are moving toward fewer licensing categories. In special education, the trend appears to be toward more developmental and less content- or disability-specific categories. General education teacher license requirements in 22 States include a requirement that elementary teachers have some coursework related to students with disabilities, and 21 States have a similar requirement for secondary teachers. Eleven States require that general education teachers obtain practical experience working with students with disabilities before obtaining a license.

Poverty Among Children: The Impact on Special Education

- Over the past 25 years, the overall poverty rate has remained relatively constant at approximately 12 percent; the child poverty rate has increased from 15 to 19 percent. Younger children have a greater likelihood of being in poverty. For the period 1990-95, the average annual poverty rate for children birth through age 2 was 25.7 percent, that of 3- through 5-year-olds was 24.3 percent, and that of 6- through 17-year-olds was 19.9 percent.

- Poverty increases the likelihood of problems that affect the education of children. Children of low-income families on average miss more days of school. A pattern of underachievement is also associated with children of low-income families. Students from low-income families are twice as likely to drop out of high school as their middle-income peers, and students from low-income families are 11 times more likely to drop out than their upper-income peers.

- Poverty has been associated with an increased risk of children being born with a lower than average birth weight. Low birth weight babies are at higher risk of developing learning disabilities, hyperactivity, emotional problems, mental illness, neurodevelopmental problems, and visual and hearing impairments. When poverty and low birth weight occur together, the number of students who need special education services is greater than would be predicted for those factors independently.

The Costs of Special Education

- Sources of cost information include historical data from previous national studies of special education costs and data collected from States in the 1980s as required by Section 618 of IDEA. Estimates of the current costs of special education are based on a recent State survey conducted by the Center for Special Education Finance (CSEF), the national per pupil cost of education, and the total amount of Federal expenditures for special education.

- Historical data show that the cost of special education has risen at a higher rate than the cost of general education as a whole. However, much of the cost can be attributed to the implementation of IDEA and to the costs associated with expansion of services to eligible children ages birth through 5. Current influences on the costs of special education include the: (1) growth in special education enrollment, (2) changes in the funding agencies and the types of services being provided, (3) revenue restrictions such as property tax restrictions that limit the growth in general education expenditures but have not limited the growth in special education expenditures, and (4) changes in the population such as the increase in economically and medically at-risk students.

- In response to a CSEF survey of 24 States, 13 reported that they could estimate their statewide cost of special education programs with a high degree of confidence, 9 States were either somewhat confident or confident of their data, and 2 States were not confident. States with a high degree of confidence in their data reported the average marginal cost of special education per student to be $5,435.

Problems Facing Education: Substance Abuse and Violence

- The use of illicit drugs, particularly marijuana, has increased among secondary school students since 1992. The use of alcohol among secondary school students and adults has remained stable or declined during the 1990s, and the use of cigarettes has increased among this population.

- Youth violence in the general community has increased dramatically over the past decade, and this trend is also evident in schools. In an attempt to understand the growing problems of violence and substance abuse, efforts are being made to understand the way in which this social problem may affect students with disabilities.

Disproportionate Representation: Can This Civil Rights Concern Be Addressed by Educators?

- Issues regarding minority students and students receiving special education services have been a focus of concern for both OSEP and the Office for Civil Rights (OCR).
- Data from the 1992 OCR Compliance Report and current OCR cases suggest disproportionate representation of racial and ethnic minorities in special education is an ongoing problem nationwide, with continuing concentrations in certain areas. For example, African American students appear to be overrepresented in programs for students with mental retardation, serious emotional disturbance, and specific learning disabilities.
- OSEP and OCR have continued to seek solutions to this civil rights issue by allocating additional resources to address the issue as a programmatic priority. Discretionary grant programs through OSEP have funded research and technical assistance activities that have provided insights into the issues concerning minorities in special education and strategies to resolve concerns. OCR has designated minority students in special education as a priority enforcement issue. It has conducted compliance activities on placement of students, equal access to pre-referral programs, and lack of access to regular education settings.

SECTION II

Student Characteristics: This section contains four modules related to the characteristics of students served under IDEA and the Federal funding that States received to serve these students.

Infants and Toddlers with Disabilities Served Under IDEA, Part H

- Funding for Part H has increased from $50 million in 1987 to $316 million in FY 1996. All States and Outlying Areas serve the children that meet eligibility criteria, and in 1995, 13 States and 1 Outlying Area served at-risk infants and toddlers.

- The number of infants and toddlers receiving early intervention services has increased from 145,129 in 1992 to 177,673 in 1995. Almost 50 percent of the children served in 1995 were in the 2- to 3-year-old range, whereas approximately 17 percent of the infants were 1 year old or younger. Only the 2- to 3-year-old age group had an overall increase during 1992-95.

Children Served Under IDEA, Part B Preschool Grants Programs

- In FY 1996, Congress appropriated $360,409,000, only slightly more than the $360,265,000 appropriated in FY 1995, for the Preschool Grants Program. However, the number of children served increased 4.9 percent from 522,710 on December 1, 1994, to 548,441 on December 1, 1995.

- Many States apply the general education reform efforts that are made within their States to programs that serve children ages 3-5 with disabilities. According to the *Section 619 Profile (Seventh Edition)*, 18 States have revised their Section 619 programs to reflect some of the general education reform efforts.

- On December 1, 1995, just over 50 percent of children ages 3-5 with disabilities were served in regular class placements, an increase of 2 percent from December 1, 1994. The second most frequent setting was separate class placements, followed by resource rooms. The use of separate facilities has declined over time.

Students Served Under IDEA, Part B

- Funding for the Part B Program has increased steadily from $251,770,000 in 1977 to $2,323,837,000 in 1996. The per child allocation has risen from $71 in 1977 to $418 in 1995. In 1996, the amount allocated for the 1996-97 school year did not correspond to the increase in the number of students with disabilities who were served, and the per child allocation dropped to $413. However, the $3,107,522,000 appropriation for FY 1997 will significantly increase the per child allocation for the 1997-98 school year.

- A total of 5,619,099 children and youth with disabilities ages 3 through 21 were served under IDEA, Part B during the 1995-96 school year, an increase of 188,876 (or 3.5 percent) from the previous year. The percentage of children ages 6 through 17 with disabilities enrolled in school increased from 10.4 percent in 1994-95 to 10.6 percent in 1995-96.

- Students with disabilities ages 6 through 11 were the largest group served (2,581,061 or 45.9 percent) followed by students ages 12 through 17 (2,237,124 or 39.8 percent). Children ages 3 through 5 (548,441 or 9.8 percent) and 18 through 21 (252,473 or 4.5 percent) made up less than 15 percent of the students served; however, these two groups accounted for the largest increase in the percent of students served.

- As in past years, the largest disability categories continue to be specific learning disabilities (2,597,231 or 51.2 percent), speech or language impairments (1,025,941 or 20.2 percent), mental retardation (585,308 or 11.5 percent) and serious emotional disturbance (438,217 or 8.6 percent). The largest relative increases from 1994-95 to 1995-96 occurred in the traumatic brain injury (30.1 percent), autism (27.2 percent), and other health impairments (24.5 percent) categories. Most States attributed the increases in the two newest categories, traumatic brain injury and autism, to reclassification of students during the time of triennial re-evaluations. The increase in the other health impairments category was generally attributed to increased service to students with attention deficit/hyperactivity disorder.

Students with Attention Deficit/ Hyperactivity Disorder

- The American Psychiatric Association estimates that children with attention deficit/hyperactivity disorder make up between 3 and 5 percent of the school-age population. These children share common clinical syndromes associated with problems of inattention, hyperactivity, and impulsivity. In addition, many children with attention deficit/hyperactivity disorder experience co-occurring disabilities such as specific learning disabilities or serious emotional disturbance.

- There is no single test for attention deficit/hyperactivity disorder. An accurate diagnosis can be made by obtaining information about the child from personal histories on the child and his or her family, tests and questionnaires that assess the child's behavior, and direct observation of the child in a variety of settings. The Professional Group for Attention and Related Disorders recommends a two-tier evaluation to properly identify children with the disorder. Tier 1 is a clinical evaluation to see if the child's symptoms meet the accepted standards for diagnosis of the disorder, and Tier 2 is an educational evaluation to determine if symptoms of the disorder have a negative impact on the child's classroom performance.

- Children with attention deficit/hyperactivity disorder may qualify for special education and related services under IDEA or under Section 504 of the Rehabilitation Act of 1973, as amended. Students must meet eligibility criteria under these Acts to receive services. Children with the disorder who require special education and related services because of the disorder are eligible for services under the "other health impairments" category of IDEA, Part B.
- Different treatments, with varying known effects and limitations, are used by physicians, psychologists, teachers, and parents to alleviate the symptoms of the disorder. Psychostimulant medications and educational programs are two treatments used for attention deficit/hyperactivity disorder.

SECTION III

School Programs and Services: This section has seven modules that examine some of the programs and services available within schools for children and youth with disabilities and their families.

The Continuum of Placements: From Regular Classes to Residential Facilities

- The environments in which students receive services vary according to the needs of the child. For example, in 1994-95, 87 percent of students with speech and language impairments were served in regular classes for 80 percent of the day or more, as compared with 9.7 percent of students with mental retardation. Students ages 6-11 were more likely to be served in regular class placements than were students ages 12-17 or 18-21. The percentage of students with disabilities ages 6-21 served in regular classes has gradually increased from 32.8 percent in 1990-91 to 44.5 percent in 1994-95.

- For a small percentage of students, mainly those with severe and profound disabilities, residential settings are considered to be the appropriate placement. During the 1994-95 school year, 35,150 students with disabilities ages 6-21 attended public or private residential placements. These students accounted for 0.7 percent of all students with disabilities, a percentage that has remained fairly constant over the past 5 years. Of these students served in residential settings, most have serious emotional disturbance (39.9 percent), hearing impairments (18.6 percent), mental retardation (10 percent), learning disabilities (9.3 percent), or multiple disabilities (9.1 percent).

Including Students with Disabilities in Statewide Assessments

- In 1995, 45 of 50 States administered statewide assessments to measure the performance of students; another 3 States were developing their statewide assessments. Practices governing and attitudes about the participation of students with disabilities in statewide assessments are changing; in 1992, 28 States indicated that they had participation guidelines for students with disabilities. In 1993, 34 States had guidelines; in 1994 and 1995, 45 States had participation guidelines. However, evidence suggests that State personnel can only give general estimates of the number of students within the State who participate.

- Almost all States involve the IEP team in the decision to participate in statewide assessments. In many States, participation decisions take into consideration curricular alignment (i.e., how well the assessment is aligned with what the student is learning). A few States consider student placement, and a few States consider whether the resulting score will affect the validity or reliability of the measure.
- The number of States that had accommodation guidelines for statewide assessments rose from 21 in 1992 to 39 in 1995. The most frequently used accommodations are changes in setting, scheduling, presentation, and how responses are marked. Although use of all four types of accommodations measured has increased, the greatest increase has been in the use of extended time and reading items to students.
- Only 3 States have developed or are developing an alternate assessment for students unable to participate in regular State assessments. Kentucky has implemented an alternate assessment to contribute to the overall accountability scores. Maryland is field-testing an alternate assessment, and Texas is developing an alternate assessment system.

Developing a Partnership Between Families and Professionals

- During the past 25 years, the philosophy regarding the relationship between children with disabilities and the professionals who serve them has shifted from a child-focused to a more family-focused approach.
- A commitment to the parent-professional partnership is embedded throughout the Part H regulations. Some studies have found that a shift toward family-centered practices has occurred; however, some professionals perceived a moderate level of competence in their ability to work with parents and a higher level of competence working with children.

- Typically, parents of children with disabilities in primary and secondary programs are given less support and have less input into their child's education than parents of children age birth through 5. However, professionals are increasing the variety of methods used to communicate with families, including technology options such as the Internet and teleconferencing.

- Two institutional transitions in special education are the transition from IDEA, Part H, to IDEA, Part B, at age 3 and the transition from school to postschool activities. These are formal opportunities for parent-professional collaboration. Parent involvement can have a critical effect on the transition from school to postschool activities. Parents greatly influence students' perspectives about their vision for the future, how to plan for the future, and their self-determination.

The Continuum of Options in Dispute Resolution

- States have begun to use mediation and other alternative dispute resolution approaches to resolve educational differences and issues. In 1994, 39 States operated special education mediation systems, and 2 out of the 11 remaining States were developing formal mediation procedures. Most of the States without formal mediation systems have some form of mediation.

- OSERS has long supported using mediation and other less litigious means for settling disputes between families and schools.

- State and local educational agencies across the country have implemented several methods of using mediation, including single mediators, co-mediators, and a team or panel of mediators. Some States use SEA employees as mediators while others use individuals from an independent bureau or individuals with a legal background or special education and/or regular education background.

- A number of States and local educational agencies have implemented parent-professional partnership projects that try to enhance communication between parents and school personnel and minimize disagreements and conflicts. Also, many schools and school districts have implemented conflict resolution programs for students and adults.

Monitoring Compliance with IDEA

- OSEP places the highest priority on compliance with those IDEA requirements that have the strongest positive relationship with improved services and results for students with disabilities and their families. OSEP tailors its monitoring and technical assistance activities in each State to maximize positive impact on educational services and results for students in that State.

- In the 1995-96 school year, OSEP began monitoring some States for compliance with the requirements of the Infants and Toddlers Program under Part H of IDEA. OSEP's monitoring procedures reflect the interagency focus of Part H and focus the monitoring process on requirements that are most closely related to improving results for infants and toddlers and their families. These include child find and public awareness, service delivery, and transition services for children at age 3.

- Thirteen Part B monitoring reports issued in FY 1996 found problems in the following four areas: student access to instruction and vocational preparation, transition from school to employment and other postschool activities, procedural safeguards, and how SEAs exercised their general supervision responsibilities.

Advances in Teaching and Instructional Design

- Over the past decade, a shift in curriculum for students with learning disabilities and related academic problems has occurred. Instead of focusing on a remedial model (mainly drill and practice of basic skills), problem-solving strategies are now commonly used.

- Explicit instruction, which emphasizes the use of explicit directions about what needs to be done, said, or written instead of leaving it up to the learner to make inferences, is one strategy being used to teach problem-solving skills. Through immersion in a learning environment that is rich in clear, explicit discussions of relationships and full of a systematic use of relevant examples, students increasingly make linkages on their own.

- Cognitive strategy instruction provides students with a series of steps to help them distinguish important from less important material. It can be applied to a variety of academic areas, including expressive writing, reading comprehension, mathematical problem solving, and scientific reasoning. Students are taught a plan of action and then receive extensive feedback on their use of the plan.
- Anchored instruction recreates some of the advantages of informal learning environments, such as apprenticeships, that permit sustained exploration by students and teachers. This method enables them to see and understand how information and knowledge can be used as tools for real-world problem solving and can enhance intrinsic motivation and the ability to transfer information from one situation to another.

Advances in Technology for Special Education

- Remarkable progress has been made during the past 10 years in using technology to meet the needs of students with disabilities. In particular, researchers have customized technology to meet the needs of students with severe cognitive and physical disabilities. A primary source of funding for research projects in this area has been from OSEP.
- Students with severe impairments have increased independence levels through "low tech" solutions such as specially designed pencils, scissors, and silverware and "high tech" advances such as voice recognition systems, word prediction systems, and virtual reality.
- Students with learning disabilities, other cognitive disabilities, and behavioral disabilities have increased their basic skills with specially designed software packages for microcomputers. The technology has also enhanced computer capabilities for all users. For example, Hypercard™, a method that allows the user to click on a boldface text to access other information, pictures, or sound, was first developed for students with disabilities. It is now used by all Internet users.

SECTION IV

Results: This section contains two modules: one highlights a study that is measuring some of the results that infants and toddlers and their families are achieving, and one measures the completion rates of students served under IDEA.

The Part H Longitudinal Study (PHLS)

- The PHLS is gathering longitudinal data about how children with disabilities function, how their families change as their children age, and how services support child functioning and family change. A sampling approach has been designed that will yield a nationally representative sample of 3,300 children from 3 to 5 counties in each of 20 States across the United States.
- Specific child characteristics, including the type of disability, level of functioning within the developmental domains (cognitive, communication, motor, and self-help), and child engagement, will be examined.
- To measure family results, PHLS will gather data on families in a direct and functional way. Four critical result domains have been identified: (1) the family's capacity to meet the special needs of their infant or toddler, (2) parent perceptions of their needs and the extent to which they were met by Part H services, (3) parent perceptions of their internal and external support systems, and (4) the quality of life perceived by families.

Secondary School Completion

- Students with disabilities may complete high school by receiving a standard diploma identical to the one awarded to students without disabilities or by receiving a modified diploma, certificate of completion, or other credential documenting their program completion.
- There are many different ways to calculate graduation rates for students with disabilities. One method is to calculate the percentage of students with disabilities ages 17-21 who graduate with a diploma or certificate based on the total number of students with disabilities ages 17-21. Using this method, from 1993-94 to 1994-95, the percentage of students with disabilities

graduating with a diploma or certificate increased slightly from 27.9 percent to 28.4 percent.

- A second way to calculate the high school completion rate is to divide the number of students with disabilities ages 17 to 21 who graduate with a diploma or certificate of completion by the number of students graduating with a diploma, graduating with a certificate, reaching maximum age, or dropping out of school. This provides the proportion of students leaving high school who completed the program of study. The 1994-95 completion rate was 71.8 percent.

- From 1990 to 1995, three OSEP-funded dropout prevention projects identified effective strategies for helping students with disabilities to stay in school. These include monitoring student behavior, building relationships, promoting affiliation, teaching problem solving, and exhibiting persistence.

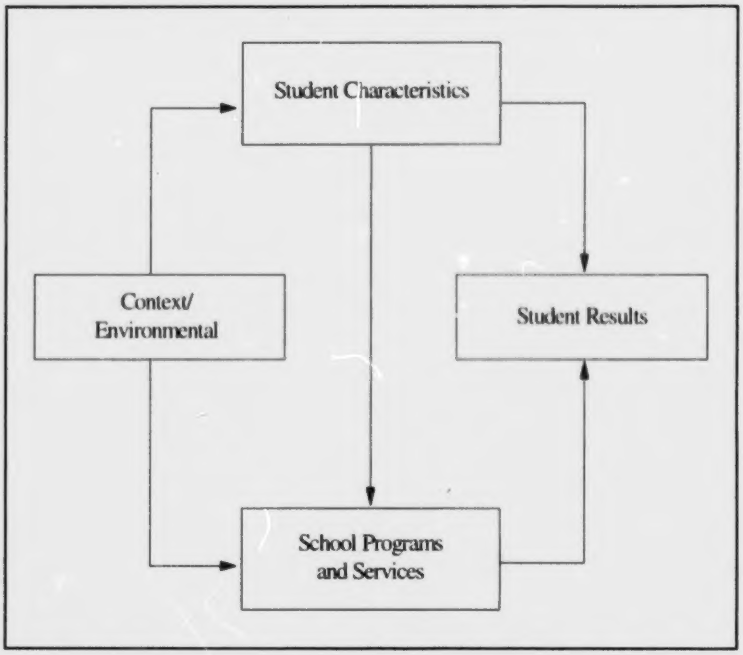
INTRODUCTION

As readers of previous *Annual Reports to Congress* will immediately notice, the *Nineteenth Annual Report to Congress* has undergone major changes, compared with previous reports. The Office of Special Education Programs (OSEP) has redesigned this *Annual Report* by eliminating the long chapters of past reports and now presents information in short modules. However, because many readers of the *Annual Report* like the format in which the State and national data have been presented and use the various report appendices extensively, no changes have been made to the appendices.

In addition to this change in format, readers of this *Nineteenth Annual Report to Congress* will find another important difference between this *Annual Report* and past *Annual Reports*. A conceptual model that provides a framework for understanding the various factors that affect educational results for students with disabilities is being used to structure this report. As can be seen from the model depicted in figure 1, educational results for students with disabilities are envisioned as products of three sets of factors: the context and environment in which education is provided, the characteristics of students, and school programs and services. The report is organized around the elements of the model; each of the elements represents a section of the report. Within these sections, succinct modules address current issues in special education that OSEP hopes practitioners, administrators, advocates, and policy makers at all levels will find useful. Figure 2 outlines the specific issues addressed in each section of this report.

The intent of the first section, Context/Environmental Factors, is to describe societal and educational forces that are having a significant impact on the delivery of services to children with disabilities. Five influential contextual/environmental factors are discussed: (1) general education reform, (2) poverty among children, (3) the cost of special education, (4) social problems such as drug abuse and violence in schools, and (5) the disproportionate representation of racial/ethnic minority students in special

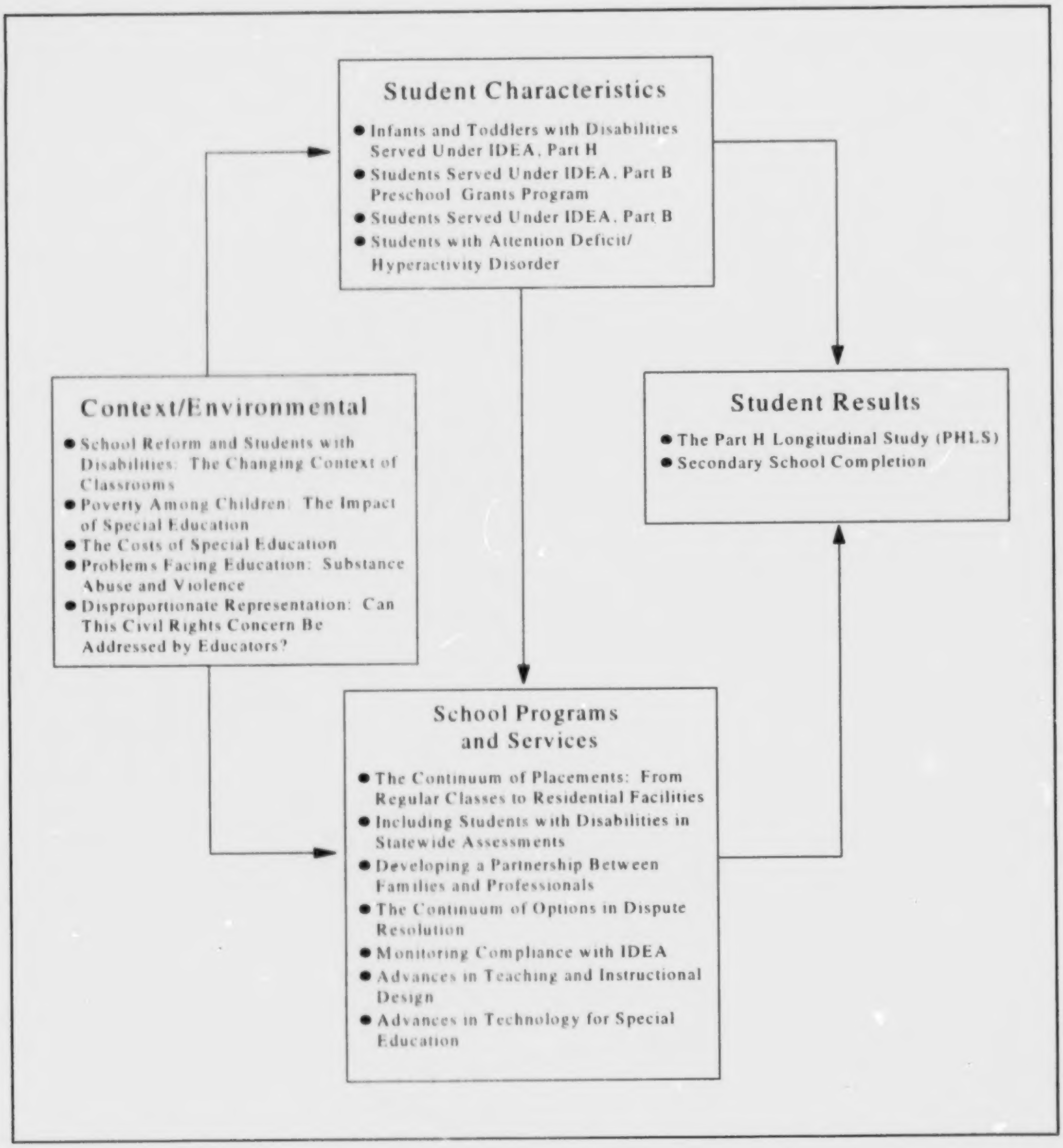
Figure 1
Conceptual Framework of Results for Children and Youth with Disabilities



education programs and classrooms. As shown in the model, contextual/environmental factors are directly linked to student characteristics. For example, poverty, violence, and drug abuse are related to the incidence of disability and to participation in special education. Contextual/ environmental factors also influence school programs and services. One example of this link is the effect of the general education reform movement on the educational placements of students with disabilities.

Another example of how contextual/environmental factors may influence school programs is the apparent stress that has been placed on schools because of poverty and substance abuse. These factors can influence student characteristics. For example, low-income children are more likely to have chronic health problems. Also, low-income students have higher dropout rates than their middle- and upper-income peers. Often, school personnel have to

Figure 2
Issues Addressed in This Report


Student Characteristics
• Infants and Toddlers with Disabilities Served Under IDEA, Part H
• Students Served Under IDEA, Part B Preschool Grants Program
• Students Served Under IDEA, Part B
• Students with Attention Deficit/ Hyperactivity Disorder
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• Poverty Among Children: The Impact of Special Education
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• Disproportionate Representation: Can This Civil Rights Concern Be Addressed by Educators?
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School Programs and Services
• The Continuum of Placements: From Regular Classes to Residential Facilities
• Including Students with Disabilities in Statewide Assessments
• Developing a Partnership Between Families and Professionals
• The Continuum of Options in Dispute Resolution
• Monitoring Compliance with IDEA
• Advances in Teaching and Instructional Design
• Advances in Technology for Special Education

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devote a significant amount of time to these issues. This stress is just one of the factors that have influenced general and special education school reform efforts in many parts of the country.

The second section, Student Characteristics, focuses on the population of students being served under IDEA. School programs and services are not only affected by contextual/environmental factors such as Federal and State laws, but also by the characteristics of students with disabilities being served. The modules in this section focus on infants and toddlers with disabilities receiving early intervention services; children served under IDEA, Part B; preschool programs; and students served under IDEA, Part B. Schools must design their programs and services to meet the needs of their students in a variety of ways. The increase in the number of students with attention deficit/hyperactivity disorder, for example, has resulted in the use of various new classroom interventions to meet the needs of these students.

The third section contains modules related to school programs, services, and inputs. First, trends in the placement data are described. Then issues related to the inclusion of students with disabilities in statewide assessments are addressed. The third module examines the relationship between families of children with disabilities and the professionals who serve both children and families. This module highlights the importance of fostering positive parent-professional relationships; however, as discussed in the fourth module, positive relationships do not always occur. This module focuses on various methods of conflict resolution that are currently being used across the country. OSEP's efforts to monitor State compliance with IDEA are described in the fifth module. A module on promising classroom interventions and one on new technologies for children with disabilities are also included in this section.

Finally, the product of this model is educational results for students with disabilities. These results are affected by all of the input elements in the model. The types of services delivered to infants and toddlers, for example, affect their developmental levels, while changes in graduation requirements affect the dropout rates of students with disabilities. Two modules, the Part H Longitudinal Study and Secondary School Completion, are included in this section.

During the past 20 years, the Individuals with Disabilities Education Act (IDEA) has had a very positive impact on the lives of students with disabilities. Significant progress has been made, and opportunities are now available to children with disabilities that were unavailable prior to its passage. However, significant challenges remain. Despite progress, educational achievement for students with disabilities remains less than satisfactory. Moreover, the population of students being served is changing, new societal problems are affecting the educational system, and education in America is in a period of dynamic change. Improving educational results for children with disabilities requires new approaches to teaching and learning, combined with a continued focus on full implementation of IDEA.

A variety of sources were used to write this report. Please note that statutory requirements and citations are to the IDEA as it existed prior to the IDEA Amendments of 1997. Some of the modules were written by individuals from the research centers funded by OSEP. Other modules were written by OSEP and OCR staff of the U.S. Department of Education. Finally, some of the modules were written by the staff at Westat. All of the modules were reviewed at multiple levels of the U.S. Department of Education.

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SELECTED ABBREVIATIONS AND ACRONYMS

ADA	Americans with Disabilities Act of 1990
AIR	American Institutes for Research
APA	American Psychiatric Association
BIA	Bureau of Indian Affairs
CAP	corrective action plan
CCD	Common Core of Data
CCSSO	Council of Chief State School Officers
CPS	Current Population Survey
CSEF	Center on Special Education Finance
DANS	Data Analysis System
DID	Division of Innovation and Development
DPP	Division of Personnel Preparation
EEPCD	Early Education Program for Children with Disabilities
EHA	Education of the Handicapped Act
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ESEA	Elementary and Secondary Education Act
FAPE	free appropriate public education
FRC	Federal Resource Center
FTE	full-time equivalent
GED	General Education Development
GLARRC	Great Lakes Area Regional Resource Center
HCEEP	Handicapped Children's Early Education Program
IASA	Improving America's Schools Act
ICC	interagency coordinating council
IDEA	Individuals with Disabilities Education Act
IEP	individualized education plan
IEU	intermediate educational unit
IFSP	individualized family service plan
INTASC	Interstate New Teacher Assessment and Support Consortium
ITP	individualized transition plan
IWRP	Individualized Written Rehabilitation Program
LEA	local educational agency
LEP	limited English proficient
LRE	least restrictive environment
MPRRC	Mountain Plains Regional Resource Center
MSRRC	Mid South Regional Resource Center
NAEP	National Assessment of Educational Progress
NAME	National Association of Mediation in Education
NASDSE	National Association of State Directors of Special Education

NBPTS	National Board for Professional Teaching Standards
NCEO	National Center for Educational Outcomes
NCES	National Center for Education Statistics
NEC*TAS	National Early Childhood Technical Assistance System
NERRC	Northeast Regional Resource Center
NHES	National Household Education Survey
NLTS	National Longitudinal Transition Study of Special Education Students
NRC	National Research Council of the National Academy of Sciences
NTN	National Transition Network
OCR	Office for Civil Rights
OERI	Office of Educational Research and Improvement
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
PASS	Performance Assessment for Self-Sufficiency
PGARD	Professional Group for Attention and Related Disorders
PHLS	Part H Longitudinal Study
RTI	Research Triangle Institute
SAFES	State Agency/Federal Evaluations Studies
SARRC	South Atlantic Regional Resource Center
SASS	Schools and Staffing Survey
SBM	site-based management
SDFSCA	Safe and Drug-Free Schools and Communities Act
SEA	State educational agency
SED	serious emotional disturbance
SES	socioeconomic status
SLD	specific learning disabled
STSC	Statewide Transition Systems Change
TAIS	Technical Assistance Information System
WRRC	Western Regional Resource Center

Modules

1. *School Reform and Students with Disabilities: The Changing Context of Classrooms*
2. *Poverty Among Children: The Impact on Special Education*
3. *The Costs of Special Education*
4. *Problems Facing Education: Substance Abuse and Violence*
5. *Disproportionate Representation: Can This Civil Rights Concern Be Addressed by Educators?*

SECTION I

CONTEXT/ ENVIRONMENTAL FACTORS

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School Reform and Students with Disabilities: The Changing Context of Classrooms[1]

Educational reforms are being implemented in schools across America, changing the overall context in which classrooms function as well as the expectations for teachers and students. These reforms are increasingly influencing how special education programs are defined and how students with disabilities are being educated. As many of these students continue to receive most if not all of their education within general education classrooms, they, like their nondisabled peers, must respond to significant changes in the ways schools define teaching and learning. At the same time, many State and local policies are changing to promote closer alignment of special and general education, particularly in the areas of standards and assessments.

The general education reforms of the past 15 years have focused on six major policy areas: standards development, assessment, accountability, governance, teachers, and finance (Goertz & Friedman, 1996). During this same period, special education programs have been changing as a result of efforts to promote inclusion of students with disabilities in general education classrooms, to decrease inappropriate identification of students as disabled (particularly cultural- or language-minority children), and to improve the postschool results of all students receiving special education services. As the general and special education reform efforts come together in schools, they must be defined, negotiated, and adapted to ensure that every student receives the highest quality education and that each student with a disability who is eligible under IDEA has access to an individualized educational program

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[1] This module reports on work conducted by the Center for Policy Research on the Impact of General and Special Education Reform, one of several research centers funded by the Office of Special Education Programs (OSEP).

(IEP), including any necessary supports and services. This module discusses general education reform in standards development and assessment, governance, and teacher policy and how those reforms have affected special education. It will not discuss finance or accountability.

The Importance of Understanding General Education Reforms

Understanding the intents and features of current educational reform initiatives is important for a number of reasons. First, special education programs operate within the context of the larger educational system and can be affected by the reforms taking place in the larger system. Second, the number of students with disabilities who are currently educated in regular classroom placements (45 percent)[2] has greatly increased. Ensuring that those students have meaningful access to the curriculum and instruction provided in general education classrooms requires a sound knowledge of the practices in those classrooms and the policies that are shaping those practices. Finally, students with disabilities need a broad and balanced set of experiences that are grounded in high expectations and that can help them achieve their potential--and this is one of the goals of educational reform for all students. But any policies influenced by reforms must also include provisions ensuring the right of students with disabilities to a free appropriate public education that is individually tailored to their needs.

This section discusses general education reforms as they have occurred in the following areas:

- standards and assessments, which are the descriptions of knowledge and skills that students are expected to learn and the means by which student mastery of these is measured;

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[2] OSEP defines a regular class placement as one in which students with disabilities receive special education services and related services outside the regular class for less than 20 percent of the school day.

- governance, which involves restructuring of educational organizations and school choice; and

- teacher policy, which involves the training and assessment of teachers.

The Context of General Education Reform

Standards and Assessments

Current educational reform is based on the descriptions of knowledge and skills that students are expected to learn and be able to demonstrate that have been developed by parents, teachers, administrators, and other stakeholders. Throughout the United States, States and local school districts are developing new and challenging curricular content and student performance standards designed to encourage teachers to engage in instruction that is more intellectually demanding of them and their students. Standards are being developed at the national, State, and local levels and have been influenced by professional disciplines, business interests, and the community at large.

A 1995 survey conducted by the Council of Chief State School Officers (CCSSO) (Rhim & McLaughlin, 1997) found that 34 States have created new mathematics and science standards and that most States are developing standards in the areas of English/language arts, history, and social studies. However, a recent report by the National Academy of Education (McLaughlin, Shepard, & O'Day, 1995) noted that States define curriculum and apply standards in widely varying ways. For example, some States, such as California and Nebraska, are creating voluntary standards that are described in model curriculums that define a global scope and sequence of skills and knowledge to be taught in each subject matter area. Scope refers to all of the areas in a curriculum to be covered by the instruction. Sequence is the order in which those areas are covered. Other States, such as Kentucky, Maryland, and Colorado, have developed content standards that are to be used in statewide assessments. Content standards define the content of the curriculum or assessment and are part of the scope and sequence of skills and knowledge.

Statewide assessments measure the level of student mastery of the content standards. The assessments are also used to hold schools and districts accountable for student performance. For example, student performance on statewide assessments is frequently reported to the public, and the data are reported for individual schools and districts. Some States may reward or sanction individual schools on the basis of whether their students' test scores are improving or declining. The assessments can also be used to determine the type of diploma a student may receive.

Regardless of how they are used, content standards are an important aspect of education reform. They are intended to be guidelines as to what should be emphasized in subject matter areas and instruction that can be applied consistently across schools. Formulation of content standards has been very controversial in some States and local districts, as various constituencies often disagree about the definitions of what all children should know and be able to do.

Flexible Governance

Two other major general education reform initiatives are governance reforms: the restructuring of educational organizations and bureaucracies, and school choice. The purpose of these initiatives is to promote maximum flexibility and opportunity for innovation in individual schools. Two of the most prominent governance reforms are site-based management (SBM) and charter schools.

The concept of SBM, which involves the devolution of authority and autonomy to local schools, is not new. However, State reform plans that include newly developed standards and assessments also require individual schools to engage in a site-based planning process focused on improving student performance on the new standards. SBM typically redistributes decision-making authority from the State to the district level and from central administration to individual schools. A school-based council is created so that principals, teachers, parents, community members, and sometimes even students have an opportunity to be directly involved in making decisions about budgets, personnel, and curriculum (Wohlstetter & Buffett, 1992). SBM is probably the most common reform strategy being initiated in schools. However, research shows that the decision-making authority of site councils is generally limited. Many of the site councils make decisions about such things as school scheduling and choosing instructional programs and textbooks (GAO, 1994; Malen, Ogawa, & Kranz, 1990). Site councils infrequently make decisions about hiring staff, such as principals. Site councils also do not have total control over a school's budget because their decision-making authority generally does not extend to Federal and State programs.

School choice initiatives are also included in governance reforms. Choice programs can take many forms, including open enrollment, magnet programs, the use of vouchers to pay for private school education, and most recently, the creation of charter schools (Ysseldyke, Lange, & Gorney, 1994). However, it is important to note that parents who decide to enroll their children with disabilities in choice programs must not be required to give up their entitlement to a free appropriate public education (FAPE) and the protections afforded them under IDEA.

Charter schools are one of the newest choice options and are becoming more popular throughout the country. A charter school is an autonomous public school created and operated under a contract between a group of organizers--such as parents, teachers, or other community members--and a sponsor, such as a local school board, State board of education, college or university, or some other public authority. A charter school may be highly autonomous and be able to set its own mission, determine its own administrative structure, and decide how to allocate funds. In general, the most autonomous charter schools are organized as nonprofit cooperatives. The majority of States with existing charter school legislation require that a local school board grant the charter (Bierlein & Mulholland, 1995). As of the summer of 1996, 22 States had passed legislation permitting the creation of charter schools. Approximately 300 of these schools are in operation, and more are being created each year.

Teacher Policy

Teachers are ultimately at the core of school reform. A report by the National Commission on Teaching and America's Future (1996) concluded after a 2-year study that the single most important strategy for achieving higher standards is to recruit, prepare, and support excellent teachers. The important contribution of teachers to reform efforts is well-recognized. Teachers have initiated a number of teacher policy reforms (Goertz & Friedman, 1996; McLaughlin, 1993). Increasingly, State departments of education are issuing *competency-based* teachers licenses, which means that new teachers will need to demonstrate that they have achieved specific competencies as opposed to simply having completed coursework. The competencies on which licensing is based reflect both the expanded subject matter knowledge and pedagogy defined by new State standards.

In addition, new assessments are being developed that will evaluate beginning teachers. Other changes in State teacher certification processes include requiring prospective teachers to major in an academic area other than education and requiring prospective teachers to have a baccalaureate degree in a noneducation field (Goertz & Friedman, 1996).

The Interstate New Teacher Assessment and Support Consortium (INTASC), supported by the CCSSO, has developed model standards that can be used to assess beginning teachers. INTASC is attempting to increase collaboration among States to promote a more uniform set of competencies. The National Board for Professional Teaching Standards (NBPTS) is a new national organization that is offering voluntary national board certification to experienced teachers who demonstrate teaching excellence. Similar in concept to the board certification required in the medical sciences, board certification includes a rigorous assessment of teacher knowledge and skill through classroom observations, videotaped lessons, teaching simulations, portfolios, and specific subject matter examinations (McLaughlin, 1993).

The professional development of teachers is also being reformed. Instead of skills training, new approaches provide opportunities for teachers to learn, experiment, consult with other teachers, and reflect on their practices. Promising models include teacher collaborative groups and networks, subject matter associations, formal school/ university partnerships, professional development schools, and teachers as researchers (National Commission on Teaching and America's Future, 1996; O'Day, Goertz, & Floden, 1995). The National Staff Development Council (1995) has developed standards for professional development, and a number of Federal and State policies are supporting these important new initiatives.

What Are We Learning About Educational Reforms and Students with Disabilities?

Knowledge concerning the effect of general education reform initiatives on students with disabilities is emerging, due in large part to specific research and technical assistance efforts funded by OSEP. These include centers such as the National Center for Educational Outcomes (NCEO), the Center for Special Education Finance, and the Center for Policy Research on the Impact of General and Special Education Reform. In addition, OSEP has funded considerable research on issues related to assessment and results-based accountability for students with disabilities as well as 15 research projects investigating inclusion of students with disabilities in educational restructuring in local school districts across the United States. In addition, a National Academy of Sciences committee, under the auspices of the *Goals 2000: Educate America Act*, is investigating the status of students with disabilities in standards-based reform. The following sections summarize some of the more critical findings of research to date.

Standards, Assessments, and Accountability

Including students with disabilities in the new content and performance standards is one of the greatest challenges facing State and local school districts. A recent national survey conducted by the CCSSO in collaboration with the Center for Policy Research on the Impact of General and Special Education Reform indicated that 38 States and the District of Columbia have standards ready in one or more content areas. Thirty-four States and the District of Columbia will apply those content standards to students with IEPs. When asked specifically which standards will apply to students with "mild" or "severe" disabilities, 15 States and the District of Columbia reported that all standards will apply to students with "mild" disabilities, and 16 States reported that deciding which standards will apply is dependent on the student's IEP. In addition, 11 States reported that all standards will apply to students with "severe" disabilities; 16 reported that standards will be applied dependent on the IEP of the student with severe disabilities.

Special educators have helped set standards in several ways (Goertz & Friedman, 1996). In some States they have participated on standard-setting committees, and in other States they have developed sample instructional activities or criteria and guidance for how standards may be modified or adapted. Case studies of local districts conducted by the Center for Policy Research on the Impact of General and Special Education Reform document the difficult process of aligning IDEA's requirements for individually appropriate education and IEPs with content and performance standards (McLaughlin, Henderson, & Rhim, 1997).

Special educators welcome the inclusion of students with disabilities in new content standards and the new and challenging curriculums. At the same time, they are concerned about how these students will master all of the new subject matter and where they will find time for instruction in other critical functional domains. Aligning IEPs with new content standards is a particular challenge. Because standards development has been primarily in the core academic content areas, special educators have little indication as to how to apply standards to individually designed instruction in areas such as social and emotional adjustment, career/vocational preparation, and functional personal management skills. Also, concerns about the relevancy of the content standards to those postschool results are only one issue. When students are held accountable for demonstrating a particular level of mastery of the standards, inclusion in standards-based reform becomes more complex. [Note: issues related to inclusion in assessments are discussed in "Including Students with Disabilities in Statewide Assessments," Section III.2.]

Despite the considerable technical difficulties and concerns about the feasibility of including students with disabilities in the new standards and assessments, most educators agree that public accountability for the educational progress of students with disabilities is necessary and is perhaps the most important aspect of including students with disabilities in educational reform.

Governance

New governance structures, such as SBM, appear to be having only limited effects on programs for students with disabilities. Relatively little is known about how special education concerns are negotiated at the district or school level. However, research emerging from the Systemic Restructuring Projects as well as several recent investigations (Guerra, Jackson, & Madsen, 1994; Schofield, 1996) suggests that site councils make few decisions about special education or defer these decisions to central office administrators. This is due in part to the highly prescriptive nature of many local special education policies and procedures, particularly those governing fiscal and personnel resources (McLaughlin, 1996). However, site-based councils are increasingly choosing how to organize special education programs in their buildings, particularly those councils that may have as members parents of students with disabilities. These decisions sometimes result in creation of more inclusive and collaborative programs and sometimes result in maintaining or re-establishing separate special classrooms.

Charter schools are among the newest reform initiatives, and there is limited information about students with disabilities attending these schools. Studies of early charter schools (GAO, 1995; NCREL, 1994; Urahn & Stewart, 1994) indicated that funding, record keeping, assessment responsibilities, transportation, and delivery of related services were all identified as problems related to special education. A recent review of State charter legislation (McLaughlin, Henderson, & Ullah, 1996) reported that States varied in terms of how explicitly they acknowledged the need to ensure that students with disabilities have access to charter schools. A number of States do require charters for "at-risk" students. State charter legislation most frequently addressed how special education funds would be allocated to charter schools. The proportion of students with disabilities enrolled in charter schools also appears to vary. McLaughlin et al. (1996) reported that in one State the proportion of students with disabilities enrolled in charter schools was less than 2 percent, which was less than the statewide incidence of students with disabilities. Research conducted in another State (McKinney, 1996) suggests that students with disabilities are not enrolling in charter schools and in fact may not have access to them. Some charter schools have been created specifically for students with a particular disability, notably students who are deaf or hard of hearing (McLaughlin et al., 1996; Urahn & Stewart, 1994).

Teacher Policy

Special and general education teacher license reform efforts appear to be on parallel tracks (Andrews, 1995). Both fields are moving toward creating fewer categories of teacher licenses. In addition, in the area of special education teacher licensing, there appears to be a trend toward more developmental and less content- or disability-specific categories. General education teacher license requirements in 22 States include a requirement that elementary teachers have some coursework related to students with disabilities, and 21 States have a similar requirement for secondary teachers. However, only 11 States require general education teachers to obtain practical experience working with students with disabilities before obtaining a license (Rhim & McLaughlin, 1997). Special education teaching licenses are still based almost exclusively on competencies and/or coursework that are separate from those required of general educators. The NBPTS is drafting standards for teachers of students with special needs, and the Council for Exceptional Children's Core Knowledge and Skills (1995) describes the competencies needed by special education teachers. Both documents include some reference to the need for special educators to have knowledge of general education curricula.

Summary

The education reform strategies being implemented across America's schools present challenges and opportunities for all students. Special education has played a rather limited role in designing the reforms. However, students with disabilities are increasingly included in standards, assessments, and accountability systems. Charter schools and site-based councils are also increasingly faced with decisions about how to design and implement special education programs. The effects of these new policies and programs on students are not yet known. However, many educators anticipate that the educational results of students with disabilities will be enhanced as they participate in more challenging curriculums and as schools become more accountable for their educational progress. Special educators also hope that as their knowledge and experience becomes more important for designing educational reforms, the needs of all students will be better served.

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Poverty Among Children: The Impact on Special Education

In recent years, the number of children in poverty has increased substantially. More children lived in poverty in 1993 than at any time since the poverty index was developed in 1963. Almost one-fifth of the children in the United States today live in poverty. This percentage is almost double that for older age groups.

The prevalence of children among the poor is striking. Ten percent of all children lived in families with incomes below 50 percent of the poverty line in 1994 (O'Hare, 1996). A study that analyzed the characteristics of the chronically poor (families consistently living below the poverty line for a 2-year period) found that children composed nearly 50 percent of the chronically poor population. Children were also found to be more likely than adults to stay poor for each month of the 2-year period (U.S. Census Bureau, 1996).

The high rate of child poverty in the United States is unusual among industrialized nations. A study by the Children's Defense Fund reported that:

> American children are twice as likely to be poor as Canadian children, 3 times more likely to be poor as British children, 4 times as likely to be poor as French children, and 7 to 13 times more likely to be poor than German, Dutch, and Swedish children (Sherman, 1994, Preface, p. xx).

The problems attendant to poverty adversely affect the physical and educational development of children. As poverty among children grows, the incidence of disability increases. The result is significant costs to Federal, State, and local governments to provide needed social, educational, and health services to children and their families.

The following sections will present information on the growth in poverty among children over the past 25 years and the effects of poverty on access to education, educational results, and the need for special education services.

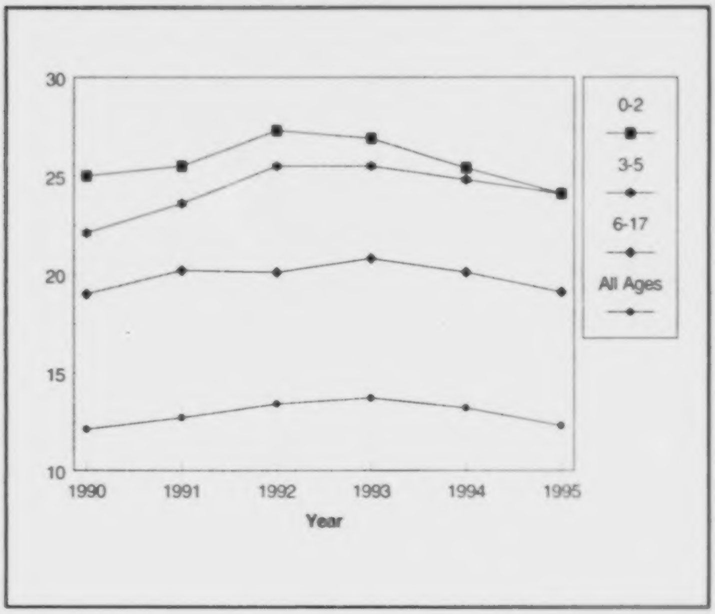
Poverty in America

Poverty in America is measured by the poverty index, which was developed by the U.S. Census Bureau and is based on the cost of an economy food plan. Adjustments are made for age and the number of persons in the household. The index is also adjusted annually for inflation, using the Consumer Price Index. The index reflects only cash income and is not adjusted for individual assets, wealth, or geography. In 1995 the poverty threshold for a single parent with one child was $10,504. For a single parent with eight children, the poverty threshold was $29,463.

Ten years after the introduction of the poverty index, the United States experienced its lowest poverty rate ever. In 1973, 11.1 percent of Americans (or nearly 23 million people) were below the poverty threshold. The percentage of children living in poverty in 1973 was 14.4 percent. Year-to-year fluctuations have paralleled changes in the economy. In 1983 at the height of the recession, the overall poverty rate was 15.2 percent. Again, the child poverty rate was considerably higher; 22.2 percent of all children were in poverty in 1983.

Overall poverty rates have remained relatively constant, while child poverty rates have increased. The overall poverty rate has remained around 12 percent over the past 25 years; the child poverty rate increased from 15 to 19 percent for this same period. Poverty rates are not uniform across age groups; younger children have a greater likelihood of being in poverty. Figure I-1 shows the poverty rate by age group over the past 6 years. The figure shows that the youngest age group (birth through 2) has the highest poverty rates. The average annual poverty rate for children birth through 2 was 25.7 percent for these 6 years (1990-95), compared with 3- through 5-year-olds, who

Figure I-1
Poverty Rates for Children and Entire Population 1990-95



Source: U.S. Census Bureau. *Current Population Survey.* March, 1996.

experienced a poverty rate of 24.3 percent, and 6- through 17-year-olds, who experienced poverty rates of 19.9 percent.

The Association Between Poverty and Educational Needs

Poverty creates a variety of problems that affect the education of children. Children from poor families are more likely to experience illness, particularly anemia, pneumonia, tonsillitis, and asthma (Sherman, 1994). The increased likelihood of illness translates to an increased number of school days missed. Using data from the National Health Interview Study, the Children's Defense

Fund calculated that for the years 1990 through 1992 children from poor families (i.e., families with incomes below $10,000) missed 6.4 school days compared with children from families with incomes over $10,000, who missed an average of 4.7 days (Sherman, 1994). Health problems also affect the ability of children to learn even when they are in school.

Several studies have analyzed the association between poverty and access to quality education. One study reported that day care centers serving children from high-income families delivered higher quality service than those serving middle- and low-income children (Huston, McLoyd, & Garcia, 1994). A study conducted by the Carnegie Corporation found that less than one-half of all children ages 3 to 5 with family incomes less than $40,000 were enrolled in preschool, while 82 percent of the children from families with incomes of $75,000 or more were enrolled (Carnegie Corporation, 1996). The same study reported that fewer than half of eligible low-income children ages 3 and 4 participate in Head Start. Some evidence exists that participation by low-income children in day care programs is positively associated with development of math and reading skills (Caughy et al., 1994). The study further reported that poor children attend schools with fewer fully qualified teachers and that teachers tended to have lower expectations for children from low-income backgrounds.

A pattern of underachievement is also associated with children of low-income families. Moreover, the differences in achievement between poor students and their middle-class peers tends to increase over time (Carnegie Corporation, 1996). Students from low-income families are twice as likely to drop out of high school as their middle-income peers. This higher dropout rate has remained consistent since 1972 (Sherman, 1994). Poor students are 11 times more likely to drop out than their upper-income peers. Approximately 24.6 percent of low-income youths drop out of high school. Dropouts are also more likely to live in poverty than those who finish high school. One in three adults who fell below the poverty threshold were high school dropouts, compared with one in ten adults who were high school graduates and one in thirty who were college graduates (Sherman, 1994).

The Association Between Poverty and Special Education

The association among health, learning disabilities, and poverty is clear. Data from the National Health Interview Survey found that low-income children are:

- 1.4 times more likely to have chronic health conditions that limit them to some extent in their daily activities,
- 1.9 times more likely to have limitations in major activities, and
- 2 times more likely to be completely unable to carry on a major activity for their age (LaPlante & Carlson, 1996).

Many of the problems associated with poverty can have a cumulative effect throughout the life of the child. For example, poverty has been associated with the increased likelihood that children will be born with a lower than average birth weight. In turn, low birth weight babies have a higher risk of developing learning disabilities, hyperactivity, emotional problems, and mental illness. These babies are also at greater risk of developing neurodevelopmental problems, such as seizure disorders, hydrocephaly, cerebral palsy, and mental retardation. Low birth weight babies are also at greater risk for developing visual and hearing impairments. Statistically, poverty and low birth weight have been found to be equally predictive of the need for special education services. However, when these two factors occur together, the number of students who need special education services is greater than would be predicted for these factors independently.

Data from the 1988 National Health Interview Survey link a child's participation in special education and family poverty. Based on findings from analyses of children ages 6 through 8, approximately 7 percent of the children are in special education as a result of developmental delays, learning disabilities, and emotional disturbances. The risk for experiencing these problems increases by 2.4 percentage points if the child comes from a low-income family, after controlling for other factors such as race, family structure, parent's education, low birth weight, rural residence, and age (Sherman, 1994).

The health problems found among the poor are exacerbated by limited access to health care. O'Hare found that 30 percent of those in poverty lacked any health insurance in 1994 (O'Hare, 1996).

Summary

The problems attendant to children in poverty affect all aspects of a child's life and development. Children in poverty are more likely to experience low birth weight, an increased likelihood of illness, school absences, lack of access to education, and underachievement. Children in poverty, therefore, are more likely to have disabilities and thus may need special education services to a greater extent than other children.

As poverty among children has increased in the United States, the number of children with disabilities and receiving special education services has also increased. From 1976 through 1995, the growth in the poverty rate among children was 4 percent. Concurrently, the number of students served under IDEA since the passage of Public Law (P.L.) 94-142 in 1975 has increased by more than 50 percent.

Schools and families need assistance to address the problems attendant with poverty that result in the need for education services. New and innovative approaches such as coordinated service systems must be found to meet these needs and to stem the growth of poverty among children.

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The Costs of Special Education[1]

IDEA requires that all eligible children and youth receive special education and related services at public expense. They must be provided a free appropriate public education (FAPE) at "public expense, under public supervision and direction, and without charge" (34 CFR §300.8). In recent years, the costs and financing of special education have received extensive media coverage, including a June 1996 feature on *60 Minutes* as well as articles in major newspapers and news magazines across the nation. Many educators, policy makers, and members of the media have reported that special education costs are rising and diverting resources from other parts of the educational system. However, the public may have a different perception. According to a *Phi Delta Kappan/Gallup Poll of the Public's Attitudes Toward the Public Schools*, 47 percent of the adults surveyed said America is spending too little of its total education budget on students with special needs (such as physical and mental disabilities), while 41 percent said that the right amount is being spent, and only 5 percent said that too much is being spent (Elam, Rose, & Gallup, 1996).

This module provides an overview of the costs of special education using available data. Four critical questions are addressed. First, what information is available concerning the costs of special education? Second, what does available information reveal about the costs of special education over time? Third, what are the current costs of special education? Finally, what factors have influenced the trends in special education costs?

Available Data on the Costs of Special Education

States are required to account for how funds received under Part B are spent. However, gathering and maintaining up-to-date expenditure data for special education is a costly and complex undertaking. Many educational agencies lack adequate accounting methods to track explicitly expenditures for categorical programs. In many States, education finance data are reported only in terms of "function" (e.g., administration) or "object" (e.g., salaries), and only some States are able to report expenditure information by program. It is not always clear, moreover, what costs are included in the data that are available from States or local school districts. For example, it is often unclear whether the data include the costs of related services provided by the local school district (e.g., health related services that are necessary for the child to have to attend school, psychological services, etc.). If the data do include those costs, the costs are often not broken down by service category.

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[1] This module is based in part on the work of the Center for Special Education Finance (CSEF), one of the several research centers funded by the Office of Special Education and Rehabilitative Services (OSERS).

The last major national study of special education costs was based on data that are more than a decade old (Moore et al., 1988). As a result, there are no current national data on special education costs. Several sources of cost information will be used to provide the historic costs and estimates of the current costs of special education in this module. These sources include historical data from previous national studies of special education costs and data collected from the States in the 1980s as required by Section 618 of IDEA. Estimates of the current costs of special education are based on a recent State survey conducted by the Center for Special Education Finance (CSEF), the national per pupil cost of education, and the total amount of Federal expenditures for special education. Each of these sources of cost information has limitations that are noted in the discussion below.

Trends in the Costs of Special Education

Table I-1 shows historical time series estimates of the per pupil costs of special and general education based on three national cost studies using data collected in 1968-69, 1977-78, and 1985-86 (Rossmiller, Hale, & Frohreich, 1970; Kakalik et al., 1981; Moore et al., 1988). In comparing the results of these studies, it should be noted

Table I-1
Changes in Special and General Education Expenditures Per Pupil Over Time (Expressed in 1995-96 Dollars)[a/]

Year	Expenditures	Average Annual Percent Change	
		By Time Segment	Overall Time Period
Average Expenditure Per Special Education Student			
Based on national cost studies (excluding general education costs)[b/]			
1968-69	$2,557		
1977-78	$4,644	6.9%	
1985-86	$5,049	1.1%	4.1%
Based on national data (excluding general education costs)[c/]			
1983-84	$4,695		
1986-87	$5,527		5.6%
Average Expenditure Per General Education Student			
Based on national cost studies (excluding special education costs)[b/]			
1968-69	$2,782		
1977-78	$3,975	4.1%	
1985-86	$3,948	(0.1%)	2.1%
Based on national data (including special education costs)[d/]			
1983-84	$4,879		
1986-87	$5,545		4.4%

Sources:

a/ The adjustment of data to 1995-96 prices is based on the Federal Composite Deflator.

b/ Rossmiller, R.A., Hale, J.A., & Frohreich, L.E. (1970). *Educational programs for exceptional children: Resource configuration and costs.* Madison, WI: National Educational Finance Project, Department of Educational Administration, University of Wisconsin; Kakalik, J.S. Furry, W.S., Thomas, M.A., & Carney, M.F. (1981). *The cost of special education* [A Rand Note]. Santa Monica, CA: Rand Corporation; and Moore, M.T., Strang, E.W., Schwartz, M., & Braddock, M. (1988). *Patterns in special education service delivery and cost.* Washington, DC: Decision Resources Corporation.

c/ State-reported data published in annual reports to Congress (U.S. Department of Education, 1991, and various prior years).

d/ U.S. Department of Education (1993). *120 Years of American education: A statistical portrait.* Washington, DC: Office of Educational Research and Improvement, National Center for Education Statistics; U.S. Department of Education.

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that they are based on different assumptions, samples of districts, and data collection methodologies. These data suggest that the average special education expenditure per special education student in 1995-96 constant dollars, adjusted for inflation, increased at an overall average rate of 4.1 percent a year from school year 1968-69 to school year 1985-86. By dividing this overall period into two separate time segments based on the timing of the three studies, moreover, the rate of growth in the average expenditure per pupil is considerably higher (6.9 percent per year) for the period 1968-69 to 1977-78 than for the period 1977-78 to 1985-86 (1.1 percent).

Because an important purpose of these national cost studies was to compare special to general education expenditures, expenditures on special education were carefully extracted from the general education estimates. Doing so enables expenditures on special education versus general education to be compared in isolation from one another. As with the special education expenditures, the average expenditure per general education student changed at a faster rate during the period between the first and second studies than between the second and third. However, the general trend of a faster growth rate in expenditures for special education holds throughout. Over the full period covered by these three studies, the rate of growth in special education expenditures per special education student is about twice that for general education students (4.1 percent versus 2.1 percent).

Another source for examining special education expenditures over time is national data obtained from the States (as part of the annual State-reported data required under Section 618 of IDEA) for the years 1982-83 through 1987-88. Chaikind, Danielson, and Brauen used these data to derive estimates of the special education expenditure per special education student for the years 1983-84 through 1986-87. These data show an average annual rate of growth in special education expenditures of 5.6 percent for this period, as shown in table I-1 (Chaikind et al., 1993). This percentage change is similar to the 5.1 percent rate of growth estimated by 12 States responding to a national survey on special education costs conducted by

CSEF (1995). Based on these various estimates, it appears that the average change in special education expenditures per pupil during 1983-84 through 1986-87 was about 4 to 5 percent per year. Because so many States are unable to report reliable data of this type, Congress eliminated the requirement that States provide information on special education expenditures in 1990.

The State-reported data described above and data reported by States to the National Center for Education Statistics (NCES) on general education expenditures can also be used to compare the relative rate of growth in the average general education per pupil expenditure with special education per pupil expenditure. These data are based on actual reported expenditures nationwide rather than on the results of studies with different samples of districts and data collection methodologies. However, the State-reported data are less appropriate for comparative purposes because the general education expenditure data include expenditures for special education services. The general education per pupil expenditure is derived by dividing total education expenditures, including special education expenditures, by the total number of students. If the special education expenditure per pupil is rising at a faster rate than the general education expenditure per pupil, as the data in table I-1 suggest, this measure of the increase in the general education per pupil expenditure will be somewhat overstated. The rate of growth shown for this time period is 5.6 percent for special education as compared with 4.4 percent for all of education.

These historical data sources show that the costs of special education have risen at a higher rate than the cost of general education as a whole. However, IDEA was being implemented across the country in the early years of the program, and significant increases in costs are natural during the implementation of new legislation; moreover, during the past 10 years, Congress added the mandate that all preschoolers with disabilities receive a FAPE and added the Part H program for infants and toddlers with disabilities. Again, as programs were implemented costs increased; thus, much of the increase in costs since 1975 can be attributed to new infrastructure necessitated by the expanding age mandate of IDEA.

The Current Costs of Special Education

In response to a recent CSEF survey, 24 States reported that they could estimate the statewide cost of their special education programs, and only 13 could report such costs with a high degree of confidence in the accuracy of their data. The expenditure data reported by these States are shown in table I-2. While some States can report data on special education expenditures, other States cannot report the cost of special education programs separately from their overall education expenditures. As can be seen from the table, States with confidence in their data reported the average cost of special education per student to be $5,435. The excess or marginal cost of special education, that is, the cost of special education above that expended to provide general education services, was gathered in the survey. As shown in table I-2, approximately 7 percent of financial support for the excess costs of special education comes from Federal sources according to survey data from 24 States.

The Department of Education estimates the excess cost of special education by multiplying average per pupil expenditure for all students ($5,640) by the number of students with disabilities on December 1, 1995 (5,619,000); this number is then multiplied by the special education to regular education marginal cost ratio (1.14) obtained from the Kakalik et al. study described above. This results in a national estimated total cost of special education of approximately $36 billion or a per pupil expenditure of approximately $6,430. This estimate somewhat overstates the marginal costs of special education as it uses the average per pupil expenditure for serving all students, which includes special education students.

Table I-2
Special Education Expenditures as Reported by Selected States

State	Total Special Education Expenditures*	Associated Special Education Student Count**	Average State-Defined Special Education Expenditure Per Student	Percentage of Support by Source			Confidence in Data
				Federal	State	Local	
California	$3,070,700,000[A]	550,293[D]	$5,580	5	71	24	SC
Colorado	$260,337,092[A]	76,374[E]	$3,409	9	31	60	HC
Connecticut	$627,331,211	73,792	$8,501	4	37	59	HC
Florida	$1,470,186,078[B]	290,630[D]	$5,059	6	56	38	C
Indiana	$350,430,294[B]	127,079	$2,758	17	63	20	NC
Iowa	$277,700,000[B]	65,039[E]	$4,270	11	70	19	HC
Kansas	$326,106,608[B]	47,489	$6,867	7	54	39	HC
Louisiana	$427,924,416	108,317[E]	$3,951	6	94	0	C
Maine	$145,000,000[B]	30,565	$4,744	8	59	33	HC
Maryland	$757,328,777	95,752	$7,909	5	26	69	HC
Massachusetts	$1,065,523,416	149,431	$7,131	6	30	64	HC
Michigan	$1,334,000,000[B]	188,703[F]	$7,069	6	34	60	HC
Minnesota	$689,656,932[A]	96,542[D]	$7,144	6	70	24	NC
Missouri	$436,778,659	121,419[G]	$3,597	10	30	60	C
Montana	$54,865,132	17,881	$3,068	14	60	26	HC
Nevada	$202,369,114	24,624	$8,218	4	40	56	C
New Mexico	$250,000,000[B]	45,364	$5,511	9	90	1	SC
North Carolina	$344,809,332[C]	142,394	$2,422	15	76	9	HC
North Dakota	$54,560,122	12,180	$4,479	10	31	59	SC
Rhode Island	$147,300,000	25,143	$5,858	5	36	59	HC
South Dakota	$61,618,034	15,208	$4,052	13	49	38	HC
Vermont	$79,155,945	10,131[H]	$7,813	5	39	56	HC
Virginia	$608,692,266	129,498[D]	$4,700	9	23	68	C
Wisconsin	$630,000,000[A]	95,552	$6,593	6	62	32	C
Total for All Reporting States	$13,929,607,674	2,581,905	$5,395	7	53	40	
Total for Highly Confident or Confident States	$9,514,260,326	1,750,477	$5,435	7	44	49	

* States reported for the 1993-94 school year except as designated below.

** Count of students reported by the State associated with the reported total expenditure:includes age range 3-21 except as designated below.

A/ 1992-93
B/ 1994-95
C/ 1990-91
D/ Includes age range 0-22
F/ Includes age range 0-26
H/ Includes age range 5-22
E/ Includes age range 0-21
G/ Includes age range 3-22

Confidence in Data:
HC - Highly confident
SC - Somewhat confident
C - Confident
NC - Not confident

Source: CSEF Survey on State Special Education Funding Systems, 1994-95.

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Factors Influencing the Trends in Special Education Costs

There are a number of factors that have influenced the costs of special education since IDEA was implemented. Four are discussed below.

Changes in Enrollment. Analyses of enrollment trends in special education show faster growth in this sector than for the public school population. Some of this growth is being caused by rapidly increasing preschool enrollments under the IDEA, Part B Preschool Grants Program and by the recent increases in early intervention services for the birth through age 2 population under IDEA, Part H. Comparing the total resident population birth through age 21 to the number of children served by early intervention or special education from birth to age 21 (including infants and toddlers covered under Part H of the IDEA), 6.78 percent of all children from birth through age 21 received services under IDEA during the 1994-95 school year. For school-aged children, the percentage of special education students ages 6 through 21 in relation to total public and private school enrollments for ages 6 through 21 is 9.77 percent for 1994-95.

During the past 5 years (1990-91 - 1994-95), the school-age special education count has increased by 12.6 percent (4,320,338 to 4,865,974). However, during the same period, total school enrollment has risen by 7.3 percent (46,448,000 to 49,826,000). This is a growth differential of 5.3 percent. This reflects a steady pattern of increases in special education enrollments since the inception of IDEA. Although the growth rate appeared to be stabilizing during the early to mid-1980s, since that time there has been a relatively small but steady increase in the percentage of children served in special education. The increase in the birth to age 5 population is probably associated with the implementation of infants and toddlers and preschool programs and the increasing occurrence of such socio-economic factors as poverty and the increased use of drugs. However, the school-age special education population has also been slowly, but steadily, increasing. Again, some of this growth may be associated with socioeconomic factors such as the growth in poverty among children.

Changes in Funding Agencies/Types of Services Provided. The increased population of students being served under IDEA may include students who were previously served by other public agencies or third-party payers--for example, students with severe disabilities who were previously served by health care, mental health, and social service agencies. Serving these types of students may be affecting special education expenditures in two ways. First, health care costs have increased at a faster rate than education costs; second, according to a recent report, "medical spending for people with disabilities is four times as great as for people without disabilities" (Max, Rice, & Trupin, 1996). Second, more study is needed to determine whether the increases in special education costs may be largely due to an increase in the costs of related health services included under IDEA. For example, a school may have to provide clean intermittent catheterization or the assistance of a nurse during the day to a child. How much have these costs risen over time and how has the cost of providing these types of services affected overall special education costs?

An increasing number of the students with disabilities who were previously served by other agencies at higher cost in institutionalized settings are now being served in public schools. Shifting the costs of providing special education and related services to these children in a school district may actually have resulted in overall public savings. However, even if small public savings are being realized, shifting services from State agencies to local educational agencies has the effect of transferring the tax burden from the State to the local level. As shown in table I-3, recent CSEF data suggest that local school districts may be paying an increasing share, and State and Federal agencies a decreasing share, of the costs of special education services. In this survey of 20 States, from the 1982-83 school-year to the 1993-94 school-year, Federal and State funds decreased by 1.6 percent and 6.4 percent, respectively, while the local share of costs has been reported to rise by 8.0 percent.

Table I-3
Changes in Federal, State, and Local Shares of Special Education Spending Over Time by States Expressing Confidence to High Confidence in the Data Accuracy

	Special Education Spending		
	Federal	State	Local
Confident to Highly Confident Survey States (N=20)			
1982-83 school year	8.7%	50.4%	41.0%
1987-88 school year	7.3%	50.5%	42.3%
1993-94 school year	7.1%	44.0%	49.0%
Percent Change			
1982-83 to 1993-94	-1.6%	-6.4%	+8.0%

Source: CSEF Survey on State Special Education Funding Systems, 1994-95, and the *Fourteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act.*

Cost Containment Strategies. Cost containment strategies, such as property tax restrictions, that limit growth in general education expenditures have not limited the growth in special education expenditures. Expenditures for programs with mandated service provisions such as special education may be less controllable than those for general education. As a result, revenue restrictions may be disproportionately imposed on general education programs. This would force a reduced rate of expenditure growth in general in relation to special education.

Changes in the Population. Sociodemographic factors also play a role in the rising enrollments and costs of serving students with disabilities. Nationwide, the population of school-age children is becoming increasingly diverse and in need of special services. The number of economically and medically at-risk students--children in poverty, or born with low birth weight, or with parents engaged in substance abuse, or infected with AIDS--is increasing and contributing significantly to the increase in the population eligible for special education services (Chaikind & Corman, 1991; Anthony, 1992).

Summary

IDEA is an entitlement program; students with disabilities who are found to be eligible for IDEA services must be provided a FAPE. As the nation strives to balance its public budgets at the Federal, State, and local levels, spending on entitlement programs necessarily draws considerable attention. Consequently, the cost and efficacy of special education programs have received considerable attention in recent years. IDEA is also a civil rights statute; students with disabilities found eligible under IDEA have rights that cannot be withheld.

Only estimates are available of the current costs of special education. When compared with historical estimates, these data show that the total cost and per pupil costs of special education have risen since IDEA was enacted. While a primary factor in this growth has been the increased enrollments in special education, especially among very young children, several other factors have contributed to the rise in costs. Changes in the socio-demographic characteristics of the population may also contribute to the increase in the number of students receiving special education services. Moreover, education agencies have taken a greater role in providing a wide variety of education-related services to children with disabilities over the years since IDEA was passed.

OSEP is pursuing valid and reliable methods for determining the costs of special education as well as the causes for increasing costs and the implications of the growth in such costs. In particular OSEP is examining the demographic trends and education reforms that affect these costs; methods for cost sharing and enhanced productivity across education, social, and health services; and the impact of inclusion on the costs of special education.

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Problems Facing Education: Substance Abuse and Violence

An environment that is conducive to learning must be safe, disciplined, and orderly. Yet youth substance abuse and violence are at a high level and may be escalating. These problems interfere with the ability of children to learn. For children with disabilities who require specially designed instruction, these problems are particularly salient for a number of reasons. First, many students with disabilities have difficulties processing information, which can be exacerbated by disturbances in the learning environment. Second, some children with disabilities are at higher risk for engaging in substance abuse and violence due to the nature of their disability, for example, those students with emotional disturbances. Finally, students with disabilities are often the most vulnerable targets of violent students. In recent years, there has been much debate in Congress on the topic of violence in schools and how that violence relates to students with disabilities. Topics debated have included the types of disciplinary actions that should occur for students with disabilities, the type of data that should be collected, and how often students with disabilities are the victims or the aggressors. This module examines trends in youth substance abuse and violence and describes the major efforts under way to combat these problems.

Youth Substance Abuse

During most of the 1980s, youth substance abuse declined. However, some types of youth substance abuse have increased dramatically since 1992. While illicit substance abuse among adults has been stable or declining for several years, it has been on the rise among secondary school students (see table I-4). This trend has resulted primarily because of increased marijuana use. The same pattern of increasing illicit substance abuse is also found among 8th grade and 10th grade youth.

Table I-4
Trends in Prevalence of Substance Use by Secondary School Students and Young Adults, by Type of Substance

Source and Age Group	Year				
	1991	1992	1993	1994	1995
	Illicit Drug Use: Annual Prevalence				
MTF, 8th grade	11.3	12.9	15.1	18.5	21.4
MTF, 10th grade	21.4	20.4	24.7	30.0	33.3
MTF, 12th grade	29.4	27.1	31.0	35.8	39.0
NHSDA, 18-25	29.1	26.4	26.6	24.6	NA
NHSDA, 26-34	NA	18.3	17.4	14.8	NA
	Alcohol Use: Annual Prevalence				
MTF, 8th grade	54.0	53.7	51.6	46.8	45.3
MTF, 10th grade	72.3	70.2	69.3	63.9	63.5
MTF, 12th grade	77.7	76.8	76.0	73.0	73.7
NHSDA, 18-25	82.8	77.7	79.0	78.5	NA
NHSDA, 26-34	NA	79.0	81.0	78.8	NA
	Cigarette Use: 30-Day Prevalence				
MTF, 8th grade	14.3	15.5	16.7	18.6	19.1
MTF, 10th grade	20.8	21.5	24.7	25.4	27.9
MTF, 12th grade	28.3	27.8	29.9	31.2	33.5
NHSDA, 18-25	32.2	31.9	29.0	34.6	NA
NHSDA, 26-34	NA	33.7	30.1	32.4	NA

Note: MTF = Monitoring the Future Study, which is a national classroom-based survey conducted by the University of Michigan for the National Institute on Drug Abuse. NHSDA = National Household Survey on Drug Abuse, which is a national in-person household survey conducted by the Research Triangle Institute for the Substance Abuse and Mental Health Services Administration.

In contrast, alcohol use by secondary school students and adults has remained stable or declined during the 1990s. Although this trend toward lower rates of alcohol use among youth is encouraging, alcohol use among youth remains high, and prevention efforts remain a priority.

Finally, cigarette use has been increasing among secondary school students and adults. The same pattern of increasing cigarette use is also found for younger students, that is, 8th grade and 10th grade youth.

Youth Violence

Youth violence has increased dramatically over the past decade and has entered institutions, most notably the school system, that had previously been considered immune to it. The trend toward violence in schools arises from the convergence of four factors: (1) violence is increasingly prevalent throughout our society, (2) much of the violence that occurs in this country is between family and friends, (3) adolescence is a developmental period of heightened negative behavior such as violence, and (4) risk of violence differs among adolescents (Tolan & Guerra, 1994).

In the United States, adolescents are at greater risk for either becoming victims of violence or being the perpetrators of violence, compared with all other age groups. The *Uniform Crime Reports* indicate that the arrest rates for violent offenses for juveniles (children and youth 10 to 17 years old) jumped by 18.8 percent from 1990 to 1994 and by 67.2 percent from 1985 to 1994 (Federal Bureau of Investigation, 1995). In comparison, adult violence either remained stable or increased at a slower pace than youth violence. Further, the most frequently occurring (modal) age of violent offenders is decreasing (Tracy et al., 1990). Generally, much of the violent crime among youth is perpetrated by a relatively small number of adolescents (Tracy et al., 1990).

The trends in youth violence in the general community have clearly spilled over into the schools. Data from the National Crime Victimization Survey (Bastian & Taylor, 1991) indicate that 2 percent of youths ages 12-19 reported being victims of violence on school property. A recent study by the Centers for Disease Control and Prevention found that 50 percent of boys and 25 percent of girls reported being physically attacked by someone at school (Centers for Disease Control, 1992, cited in Tolan & Guerra, 1994). The implications of violence taking place on school property extend beyond issues of safety for other students and protection of school property, important as those issues are. Adolescents who are violent display a variety of behavioral problems that clearly have a negative effect on their school readiness and success.

Some have speculated that students with disabilities disproportionately contribute to the incidence of acts of violence and other negative behaviors within schools. Others believe that, overwhelmingly, students with disabilities are more often the victims rather than the instigators of these behaviors. To date, little information is available about the extent of substance abuse and violence among students receiving special education services.

Efforts To Combat Youth Substance Abuse and Violence

Mounting evidence suggests that the problems of adolescents such as dropping out of school, drug and alcohol abuse, early pregnancy and parenthood, and delinquency and violence are interrelated and that antisocial, sexual, and drug-using behaviors tend to correlate (Hawkins, Catalano, & Miller, 1992; Jessor, 1987; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). Some evidence also indicates that antisocial behavior tends to precede substance abuse, so interventions that try to prevent antisocial behavior and its correlates early in adolescence, may reduce the advent of more serious problems by middle adolescence (Dishion & Andrews, 1995). Dryfoos (1990) has suggested that 25 percent of 10- to 17-year-olds are at high risk of engaging in multiple-problem behaviors.

To prevent youth substance abuse and violence and related behavior problems, programs should ideally consider and address the multiple problems of adolescence. The Safe and Drug-Free Schools and Communities Act Program (SDFSCA) is the major Federal effort to prevent youth substance abuse and violence in schools. This program, which is administered by the U.S. Department of Education, provides nearly $500 million to State educational agencies (SEAs) for prevention program development and operation. The SEAs have a great deal of discretion in how they choose to allocate funds to local educational agencies (LEAs); in turn, the LEAs have substantial latitude in setting program priorities. For example, funded activities include training teachers, intensive programming for "at-risk" students, and purchase of metal detectors and other safety-related devices.

Summary

Substance abuse and violence are increasing among today's school children. More children are committing violent acts or are the victims of violence at increasingly younger ages. Violence in schools can negatively affect students' school success. These disturbing trends have led to increased Federal, State, and local efforts to find preventive approaches such as teacher training, heightened school security, and intensive programs for at-risk students. As the search for prevention programs to benefit all students continues, careful attention needs to be given to the effects of substance abuse and violence on children with disabilities and their families.

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Disproportionate Representation: Can This Civil Rights Concern Be Addressed by Educators?

For students who are either inappropriately placed in special education programs or denied access to appropriate special education services, the consequences are often serious and enduring. Disproportionate representation of minority students in special education programs also raises serious concerns about compliance with laws administered by the Department of Education. For these reasons, the disproportionate number of racial and ethnic minority students who are identified, referred, evaluated, classified and placed in special education classes or programs in relation to their representation in the overall school population has been a matter of longstanding concern within the Department.

Issues regarding minority students and special education have been a focus of concern for both OSEP, which administers IDEA, and the Office for Civil Rights (OCR). When P.L. 94-142, the Education of All Handicapped Children Act (now known as the IDEA), was enacted in 1975, it reflected two important concerns. One concern was that large numbers of students with disabilities were either unserved or receiving services that did not meet their individual educational needs. A second important concern was that some students, particularly minority students, were being misclassified and inappropriately placed in special education programs.

The IDEA statute and its implementing regulations contain a number of provisions, particularly in the areas of protection in evaluation and due process procedures, which reflect these concerns. The research, demonstration, and technical assistance activities under the IDEA discretionary grant programs have also made a substantial contribution to the knowledge and understanding about the complex issues concerning minorities and special education.

OCR is responsible for enforcing Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) and Title VI of the Civil Rights Act of 1964 (Title VI). Section 504 and the ADA prohibit discrimination against individuals with disabilities. The protections of Section 504 and the ADA also apply to individuals who are perceived as having but do not actually have a disability, such as students who have been misclassified. Title VI prohibits discrimination on the basis of race, color and national origin.

Issues regarding minorities and special education have been of concern to OCR since its inception in 1965 because of concerns about placement in special education programs constituting a form of within-school segregation of minority students. Data from OCR's Elementary and Secondary School Civil Rights Compliance Report (formerly the Elementary and Secondary School Civil Rights Survey) has consistently identified persistent patterns of minority students being disproportionately represented in special education programs and classes relative to their enrollment in the general school population.

Data from the OCR 1992 Compliance Report, as well as current OCR cases, document disproportionate representation of racial and ethnic minorities in special education as an ongoing problem nationwide, with continuing concentrations in particular regions and States. For example, the 1992 data show that, nationwide in 1992, African Americans accounted for 16 percent of the total student population, yet African Americans represented 32 percent of the students in programs for students with mild mental retardation (MMR), 29 percent of the students in programs for students with moderate mental retardation, 24 percent of the students in programs for serious emotional disturbance or students with behavioral disorders, and 18 percent of students with specific learning disabilities (see table I-5).

Table I-5
Selected Data From the 1992 OCR Compliance Report

	Total	Percent of White to Total	Percent of Black to Total	Percent of Asian American/ Pacific Islander to Total	Percent of Hispanic to Total
Total Universe Membership	42,239,455	67% 28,505,553	16% 6,872,017	3% 1,451,338	12% 4,969,313
Mild Mental Retardation	351,226	61% 213,538	32% 111,210	0.9% 3,129	5% 19,156
Moderate Mental Retardation	124,216	58% 72,600	29% 36,188	2% 1,967	9% 11,783
Serious Emotional Disturbance	295,810	67% 199,207	24% 70,162	0.7% 2,018	7% 20,559
Specific Learning Disability	2,233,141	68% 1,517,748	18% 397,984	1% 24,784	12% 262,696

Developed: February 25, 1997 by P. McCabe.

Source: 1992 Elementary and Secondary School Civil Rights Compliance Report: National Projected Data for Universe Membership and Selected Disability Categories.

For minority students, misclassification or inappropriate placement in special education programs can have significant consequences, particularly when these result in the child's being removed from regular education settings and being denied access to the core curriculum. Of particular concern is that, often, the more separate that a program is from the general education setting, the more limited the curriculum and the greater the consequences to the student, particularly in terms of access to postsecondary education and employment opportunities. The stigma of being misclassified as mentally retarded, seriously emotionally disturbed or as having a behavioral disorder may also have serious consequences in terms of the student's own self-perception and the perception of others, including family, peers, teachers, and future employers.

In some districts, the disproportionate representation of minority students in special education classes also results in significant racial separation. This raises concerns that unlawful racial segregation may be occurring, in violation of Title VI. This is a matter of particular concern in school districts that once had laws requiring racial segregation.

As a result of its concerns, OCR commissioned a study by the National Research Council (NRC) of the National Academy of Sciences which resulted in the 1982 report, *Placing Children in Special Education: A Strategy for Equity* (Heller, Holtzman, & Messick, 1982). The study provided a number of important insights into the problem, including the linkage between lack of access to effective instruction in regular education programs and placement in special education programs; the uses and misuses of testing and assessment for educational purposes; the multiplicity of factors, many external to the child, affecting whether a child would be labeled mentally retarded; and the underlying patterns of placement of minorities in special education reflected in OCR's data.

At the time it was issued, the NRC report represented an important reconceptualization of the nature and origins of the problem and how to address the underlying causes through a focus on educational approaches. Of particular importance was the report's focus on the issue of access to effective instruction prior to special education referral and placement. The NRC observed:

> An almost uniform feature of the selection process for. . .[special education]. . .placement is that it begins with an observation of weak academic performance. . .[R]eferral for. . .placement seldom occurs in the absence of weak academic performance. . . .
>
> While academic failure is often attributed to the characteristics of the learners, current achievement also reflects the opportunities to learn in school. If such opportunities have been lacking

> or if the quality of instruction varies across subgroups of school-age population, then school failure and subsequent. . .referral and placement may represent a lack of exposure to quality instruction for disadvantaged and minority children.

Slavin et al. (1993) have concluded that, for most children who are referred for special education evaluation, academic failure will be related to problems in learning to read. One initiative, the America Reads Challenge, is designed to marshal local resources to improve reading levels in the United States. The goal of the initiative is to help ensure that all children can read on an appropriate level by the end of third grade. National Assessment of Educational Progress (NAEP) reading results show that in 1992, 29 percent of fourth graders were reading at or above the proficient achievement level and that in 1994 the results were virtually unchanged at 30 percent (NCES, 1995). Being unable to read well by the end of third grade increases the student's risk for dropping out of school, having fewer job options, and increased delinquent behaviors (Lloyd, 1978).

OCR and OSEP have continued to seek solutions to this critical civil rights issue by allocating additional resources to address the issue as a programmatic priority. Through its discretionary grant programs, OSEP has funded important research and technical assistance activities that have provided insight into the issues concerning minorities in special education and effective strategies to resolve the concerns. This research has played a critical role in advancing the knowledge and understanding about how to address more effectively the multiplicity of complex issues concerning minorities and special education. For example, under an agreement with OSEP, Project FORUM held annual policy forums in 1993, 1994, and 1995 on ways to address these issues. For each forum, a proceedings document was written and disseminated. In addition, Project FORUM produced four other documents exploring the topic of disproportionate representation of minorities in special education [Project FORUM at National Association of State Directors of Special Education (NASDSE)].

The Center of Minority Research in Special Education at the University of Virginia will also serve as an important focus for gaining new insights into a number of complex issues and developing effective implementation strategies. Through a variety of activities, OSEP has also encouraged the development of partnerships among regular education, special education, and Title I personnel.

OCR has designated minority students in special education as a priority enforcement issue. It has conducted more than a hundred compliance activities on aspects of the issue, including the placement of students in programs for students with MMR, serious emotional disturbance, or behavioral disorders; equal access to pre-referral programs; and lack of access to programs in regular education settings. Issues concerning national origin minority students who are limited English proficient (LEP)--both in terms of misclassification and denial of access to special education services--represent another facet of minorities and special education that OCR is addressing through its priority enforcement efforts.

A significant aspect of both OCR's and OSEP's efforts to address the problem includes the development and dissemination of resource materials aimed specifically at preventing and correcting the problem of disproportionate representation (Markowitz, Garcia, & Eichelberger, 1997).

OSEP, the Early Childhood Institute of the Office of Educational Research and Improvement (OERI) and the National Institutes of Health (NIH) have funded a study, *Preventing Reading Difficulties in Young Children*, which will be completed in late 1997. This report will provide information on strategies to prevent one of the kinds of academic failure that often precedes special education referral.

Finally, the overrepresentation issue may be viewed as having three facets. The first phase concerns leading up to referral for special education evaluation, which for many children is the time from when they entered school until around the third or fourth grade. The second phase concerns the process of evaluating the child and making decisions about whether the child has a disability and the child's placement in special education. The third aspect concerns the nature of the program that the child receives after the determination has been made that the child has a disability. Will the child be placed in a separate classroom for the entire day or will the child receive instruction in the regular curriculum?

The complexity of this issue requires an integrated and multifaceted effort to promote greater educational access and excellence for racial/ethnic minority students that involves policy makers, educators, researchers, parents, advocates, students, and community representatives. The disproportionate representation of racial/ethnic minority students in special education programs and classes points to the need to:

- make available strong academic programs that foster success for all students in regular and special education;
- implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement, and re-evaluation;
- increase the level of home/school/community involvement in the educational process; and
- use diverse community resources to enhance and implement educational programs.

The Department of Education maintains a continuing interest in studies that result in improved academic achievement and that may reduce inappropriate referrals to special education.

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SECTION II

STUDENT CHARACTERISTICS

Modules

1. *Infants and Toddlers with Disabilities Served Under IDEA, Part H*
2. *Children Served Under IDEA, Part B Preschool Grants Program*
3. *Students Served Under IDEA, Part B*
4. *Students with Attention Deficit/ Hyperactivity Disorder*

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Infants and Toddlers with Disabilities Served Under IDEA, Part H

Part H of the Individuals with Disabilities Education Act (IDEA) was adopted by Congress in 1986. Part H was designed to address the needs of infants and toddlers with disabilities and their families through a "statewide system of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all infants and toddlers with disabilities and their families" (20 U.S.C. §1476 (a)).

Formulation of the goals for Part H and early intervention was influenced by multiple factors, including the historical context that led to the passage of Part H, the actual language used in the Part H legislation and regulations, and the professional literature. Part H contains the following purpose statement:

The Congress finds that there is an urgent and substantial need:

(1) To enhance the development of infants and toddlers with disabilities and to minimize their potential for developmental delay.

(2) To reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age.

(3) To minimize the likelihood of institutionalization of individuals with disabilities and maximize the potential for their independent living in society.

(4) To enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities (20 U.S.C. §1471), and

(5) To enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of historically underrepresented populations, particularly minority, low-income, inner-city, and rural populations (20 U.S.C. §1471).

This statement sets forth a broad set of goals for early intervention programs and emphasizes serving both children and families.

Part H provides Federal funds to assist States in planning and implementing a system of early intervention services to:

(1) develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families;

(2) facilitate the coordination of payment for early intervention services from Federal, State, local, and private sources;

(3) enhance their capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to infants and toddlers with disabilities and their families (20 U.S.C. §1471).

The first year of implementation for Part H was 1987. Part H was designed to be phased in over a 5-year period. However, it was later amended by adding two 1-year extensions to permit States to fully implement the law. All States provided an assurance that they had implemented Part H as of September 30, 1994. Funding for the program has increased from $50 million in FY 1987 to $316 million in FY 1996.

Infants and toddlers from birth through age 2 are eligible for Part H services if they:

(1) Are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

- (i) Cognitive development.
- (ii) Physical development, including vision and hearing.
- (iii) Communication development.
- (iv) Social or emotional development.
- (v) Adaptive development; or

(2) Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (34 CFR 303.16).

States have the discretion to serve infants and toddlers and their families who are "at risk of having substantial developmental delays if early intervention services are not provided" (34 CFR 303.16). In 1995, 13 States and one Outlying Area served at-risk infants and toddlers.[1]

Children eligible to receive services under Part H must have an individualized family service plan (IFSP) in place.

This section discusses the increasing number of infants and toddlers with disabilities who are being served under Part H of IDEA, the distribution of these children by age, and the percentage of infants and toddlers served in the

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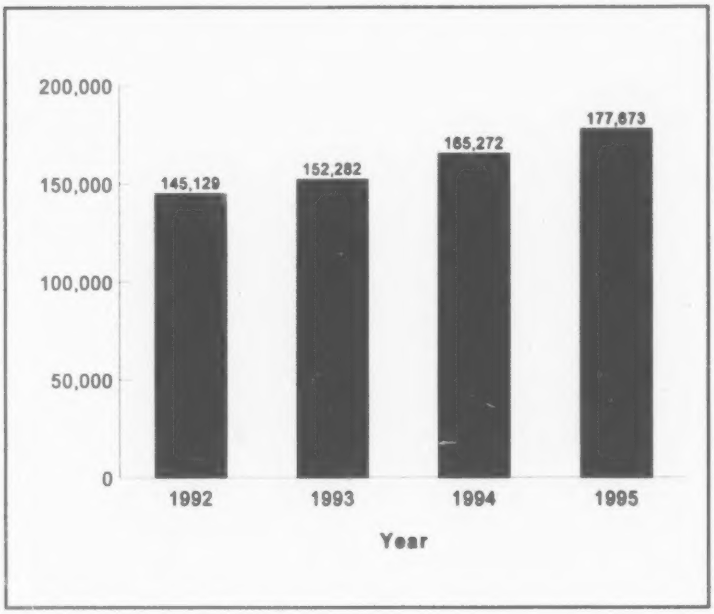
[1] States serving at-risk infants and toddlers were Arkansas, California, Colorado, Hawaii, Indiana, Maine, Massachusetts, New Hampshire, New Mexico, North Carolina, Ohio, Rhode Island, and Wisconsin. Guam also serves these children.

Figure II-1
Number of Infants and Toddlers with Disabilities Served Under IDEA, Part H



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

resident population. (Further discussion on Part H can be found in "The Part H Longitudinal Study (PHLS)" in Section IV.1.)

Number of Infants and Toddlers Served

Figure II-1 shows the number of infants and toddlers and their families who have received services since December 1992.[2] Counts prior to December 1992 were considerably higher than the 1992 count. Discussions with State representatives indicate that these earlier counts were somewhat inflated because States had difficulty providing unduplicated counts of infants and toddlers served, and some States counted infants and toddlers who did not have an IFSP in place.

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[2] Counts of infants and toddlers served prior to 1994-95 include infants and toddlers served under the Chapter 1 Handicapped Program.

Since 1992, the States have reported a steady increase in the number of children served. During the past 4 years, the number of infants and toddlers served has increased by 22.4 percent. Ten States--Arkansas, California, Florida, Kansas, Kentucky, Mississippi, Montana, New Mexico, New York, and Oregon--reported increases of more than 50 percent, while 10 States and jurisdictions--Alaska, Arizona, District of Columbia, Massachusetts, Missouri, New Hampshire, North Carolina, Tennessee, Virginia, and Washington--reported serving fewer infants and toddlers with disabilities in 1995 than in 1992.

States vary in the percentage of infants and toddlers served under Part H. In 1995, six States served less than 1 percent of their resident birth to age 3 population under Part H, while 33 States served 1 to 2 percent of their resident population through Part H. Eight States served from 2 to 3 percent of the population. Four States served more than 3 percent of the population under Part H. One of those States, Hawaii, continues to serve the highest percentage among all States (6.73 percent). (See Appendix table AH1.)

It is likely that the overall growth in the number of infants and toddlers served is in part related to child find and public awareness efforts. Almost 50 percent of the children served in 1995 were in the 2- to 3-year-old range, whereas approximately 17 percent of the infants were 1 year old or younger, as shown in table II-1. Only the 2- to 3-year-old age group had an overall increase during the 4-year period of 1992-95.

A small study conducted in Colorado, North Carolina, and Pennsylvania sampled the families of 155 infants and toddlers with disabilities in early intervention programs in three counties of each State. The study found that average

Table II-1
Percentage Distribution of Ages of Infants and Toddlers Served Under IDEA, Part H 1992-95

	Ages			
Year	Birth to 1	1 to 2 Years Old	2 to 3 Years Old	Total**
1992*	18.8	34.2	47.1	100.0
1993*	20.3	35.1	44.6	100.0
1994	17.9	33.4	48.7	100.0
1995	16.8	33.4	49.8	100.0

* Includes infants and toddlers with disabilities served under the Chapter 1 Handicapped Program.

** Due to rounding, totals may not sum to 100 percent.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

age of referral to the program was 12.1 months in Colorado, 10.6 months in North Carolina, and 7.7 months in Pennsylvania. The most commonly used referral source was a physician or nurse (50 percent). The study also found that the sample collected in May of 1994 consisted of 24 (15 percent) infants ages birth to 1, 64 (41 percent) infants ages 1 to 2, and 70 (44 percent) toddlers ages 2 to 3 (Kochanek & Buka, 1994).

The Early Education Program for Children with Disabilities

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. Selected early childhood projects are sponsored by OSERS and administered by the Office of Special Education Programs (OSEP) through the Early Education Program for Children with Disabilities (EEPCD).

These early childhood initiatives include demonstration projects, in-service training projects, outreach projects, research institutes, research and experimental projects, statewide data system projects, and a technical assistance center that support programs for infants, toddlers, and preschoolers with disabilities.

EEPCD, originally named the Handicapped Children's Early Education Program (HCEEP), was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. Three major needs were identified for early intervention programs: (1) locally designed ways to serve infants, young children, and their families; (2) more specific information on effective programs and techniques; and (3) distribution of visible, replicable models throughout the country.

Two major assumptions underlie this program: (1) only through early intervention with tested and successful program models can the highest quality services be provided for children with disabilities, and (2) the program should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program. EEPCD currently supports 109 projects, including 35 demonstration projects, 18 in-service training projects, 49 outreach projects, 6 research institutes, and 1 national technical assistance center.

The demonstration projects address a range of topics, including multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; service delivery models; developmentally appropriate practices; transitioning children with disabilities into community settings; increasing and improving child care options for children with disabilities; curriculum development; evaluation of child progress; services for infants with special health needs, including HIV infection and AIDS, or exposure to drugs in utero; and assistive technology. Projects in this priority area are developing and evaluating in-service training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of State involvement; product development and dissemination; and consultative activities. Outreach efforts have contributed significantly to informing people about effective programs for young children, to providing improved training and services, and to building continuity and interagency/inter-State collaborations. During 1995-96, four research institutes were funded. These institutes address interventions for children affected by parental substance abuse; barriers to the inclusion of preschool-age children with disabilities in classroom and community settings; influences on service patterns and utilization in early intervention and preschool programs; and the adoption of successful early intervention practices in children's early elementary education in order to improve the education of children with disabilities.

Summary

The increase in the number of infants and toddlers served under Part H (22.4 percent) since 1992 has been greater than the growth in the number of children and youth served under the Part B program for this same period (10.6 percent). However, the Part H growth rate is comparable to the growth rate of the number of children ages 3 through 5 that are served under Part B (20.4 percent). This growth in services to young children reflects one of the OSEP's policy goals--to strengthen early intervention to enable every child to start school ready to learn. Early intervention programs can benefit both the child and the family by helping the child become more involved in both the community and the family and can diminish or prevent further developmental limitations and secondary or tertiary disabilities (Guralnick & Bennett, 1987).

The overall percentage of infants and toddlers with disabilities served under Part H as a function of the resident population has also increased, from 1.2 percent in 1992 to 1.5 percent in 1995. However, these percentages vary across the States. Children with disabilities ages 2 to 3 continue to be the most dominant age group, representing almost half of all those served under Part H.

References

Guralnick, M.J. & Bennett, F.C. (1987). *The effectiveness of early intervention for at-risk and handicapped children.* Orlando: Academic Press.

Kochanek, T.T. & Buka, S.L. (1994). *The Early Childhood Research Institute on Service Utilization: Study environments and a portrait of children, families and service providers within them.* The University of North Carolina Rhode Island College Center for Family Studies: Early Childhood Research Institute on Service Utilization.

Children Served Under IDEA, Part B Preschool Grants Program

The Preschool Grants Program, authorized under Section 619 of IDEA, Part B, was established to provide grants to States to serve young children with disabilities. All States and Outlying Areas have participated in the program since FY 1992.

Over the years, the preschool special education programs administered by those States have evolved, and now many States are involved in a variety of education reform efforts. Many of the efforts at the preschool level have focused on increasing collaboration between regular and special education agencies, revising funding policies, establishing transition agreements between agencies serving infants and toddlers birth through 2 years old with disabilities, and developing programmatic guidelines and policies. In many cases, these changes have influenced settings in which eligible children are served.

The following sections will highlight several key aspects of the Preschool Grants Program, including:

(1) Grant Awards for the Preschool Grants Program;

(2) Number of Preschoolers with Disabilities Served;

(3) Current Educational Reform Efforts; and

(4) Educational Placements of Preschoolers with Disabilities.

Grant Awards for the Preschool Grants Program

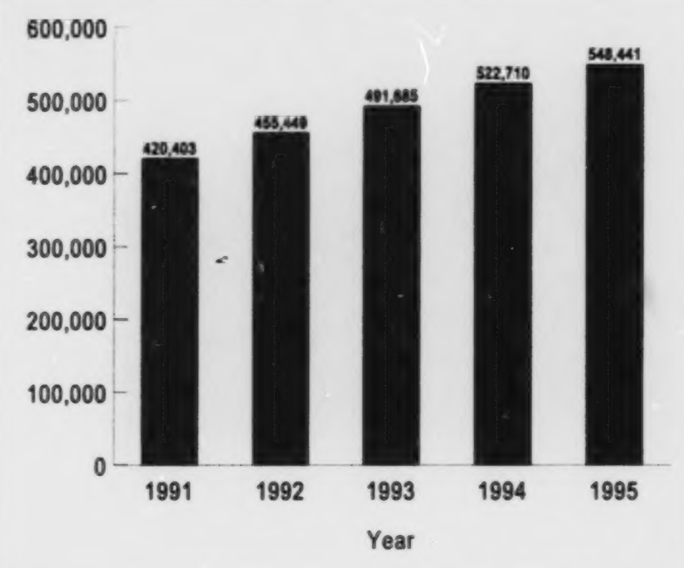
States and Outlying Areas are awarded Preschool Grants Program funds based on the number of 3- through 5-year-old children with disabilities served on December 1 of the previous year. In FY 1996, Congress appropriated $360,409,000, only slightly more than the $360,265,000 appropriated in FY 1995. However, the number of children served increased 4.9 percent, from 522,710 on December 1, 1994, to 548,441 on December 1, 1995. Grant awards made to each State in FY 1996 are shown in table AG1 in Appendix A.

States and Outlying Areas may set aside up to 20 percent of their Section 619 set-aside funds for the planning and development of a statewide comprehensive service delivery system for children with disabilities from birth through age 5 years; for the provision of direct and support services for children with disabilities ages 3 through 5 years; and at the State's discretion, for the provision of a free appropriate public education (FAPE) to 2-year-old children with disabilities who will reach age 3 during the school year. According to the 1996 *Section 619 Profile*, 20 States have retained the full 20 percent for this purpose. The most common uses of these funds were training activities, technical assistance, development of program materials, and planning or coordination activities. An additional 5 percent of Section 619 funds can be retained for administrative use. Among the 47 States that answered this survey question, 37 set aside the full 5 percent for this purpose, and two States reported using 0 percent. The remaining States reported using 4 percent (3 States), 3 percent (2 States), 2 percent (0 States), and 1 percent (3 States).

Number of Preschoolers with Disabilities Served

The Preschool Grants Program continues to grow. The growth in the number of preschool children (30 percent from 1991-92 to 1995-96) (see figure II-2) who received special education services under IDEA exceeded the growth in the general preschool population (8.3 percent from 1991-92 to 1995-96). This relationship is demonstrated in the increase in the percentage of preschool children served

Figure II-2
Number of Children Ages 3-5 Served on December 1, 1991, Through December 1, 1995



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

under IDEA of the general population from 3.8 percent to 4.5 percent over this period.

The total percentage of the resident population ages 3-5 served under the program within each State continues to vary greatly (see table AA10 in Appendix A). Kentucky serves the highest percentage (9.2 percent), while the District of Columbia serves the lowest (1.6 percent). However, 41 States are serving 3 to 6 percent of their resident ages 3-5 population.

Current Educational Reform Efforts

Many States apply the general educational reform efforts that are made within their States to programs that serve children ages 3-5 with disabilities. According to the *Section 619 Profile (Seventh Edition)*, 18 States have revised their Section 619 programs to reflect some of the general education reform efforts. These States have made changes in the following areas:

- administrative organization;
- collaborative statements with other agencies;
- guidelines;
- outcome assessments;
- preschool special education criteria/classification;
- program evaluation procedures;
- program standards; and
- vision and goal-setting statements.

This section will highlight some of the reforms that have taken place in Rhode Island, Kentucky, and Minnesota. Telephone interviews were conducted with the Section 619 coordinators of these States. These States were chosen because of the innovative changes to their programs that serve eligible preschoolers. All three have promoted collaborative arrangements among agencies that serve children and families.

In Kentucky, local districts collaborate with other agencies in several ways. First, duplication of programs and services to the same children is avoided through careful planning. This entails allowing local agencies to operate the preschool program through contractual agreements with Head Start and other existing preschool programs. Second, blended or shared classrooms in which the children in a room are financially supported through several funding sources and agencies (such as the State, Head Start, Chapter 1, private tuition, or other sources) are encouraged. In a blended classroom, costs are shared, but separate audit trails are maintained for each source. The classroom must meet the operating requirements of each funding source, and children must receive all services for which they are eligible. Third, local agencies work with child care providers and local family resource centers to assist in the coordination of before- and after-school child care. Fourth, collaborative agreements with medical, health, mental health, and social service agencies are fostered to meet the comprehensive needs of children and families. In 1994-95, 62 percent of the districts operated State-funded services in a collaborative arrangement with an outside agency. As a result of these efforts, 90 percent of children ages 3-5 were served in regular classes, 5 percent in resource rooms, and 2 percent in separate classes during the 1994-95 school year.

Similarly, in Rhode Island, preschool special education programs have been blended into general early childhood programs. A shared vision statement was developed by early childhood special educators and regular early childhood educators. All professional training is now done jointly, including summer institutes on inclusion practices and professional development in-service training. Curriculum planning, which has a strong emphasis on family involvement and assessments and evaluations, is also conducted jointly. During the 1994-95 school year, 93 percent of the preschool students were served in either regular classes, resource rooms, or separate classes. Among the 93 percent, 48 percent were served in regular classes.

In 1995, Minnesota unified services from a variety of programs that were previously handled by six separate State agencies for children and their families into one State agency called the Department of Children, Family, and Learning. Prior to that time, the Department of Education was the lead agency. The other five agencies that joined this collaborative effort were (1) the Department of Human Services, (2) the Department of Economic Security, (3) Minnesota Planning, (4) the Department of Corrections, and (5) the Department of Public Safety. Doing so allows the agency greater flexibility in using funding sources and promotes collaboration among previously separate entities. The new agency seeks to develop public policies that recognize that children's economic, psychological, and educational needs are inseparable.

Educational Placements of Preschoolers with Disabilities

OSEP collects data on preschoolers with disabilities who are served in each of eight different placements: regular class, resource room, separate class, separate school (public and private), residential facility (public and private), and homebound/hospital. Because these placement categories may not reflect all of the placement categories specific to preschoolers, OSEP provides optional instructions to States and Outlying Areas about reporting counts of preschoolers in each of the placement categories. Table II-2 includes a definition of each placement category as it applies to preschoolers with disabilities.

As shown in figure II-3, just over 50 percent of children ages 3-5 with disabilities were served in regular class placements on December 1, 1995. This is a 2 percent increase over the percentage served on December 1, 1994. The second most frequently used setting was separate class placement, followed by resource room. The percentage of children served in these two settings has remained fairly stable from December 1, 1994, to December 1, 1995. The use of separate facilities, both public and private, has declined (from 8.92 percent on December 1, 1994, to 5.5 percent on December 1, 1995), while the use of residential facilities has remained stable (0.3 percent to 0.2 percent) and the use of home/hospital placements rose slightly (1.9 percent to 2.6 percent).

Table II-2
Educational Environments for Preschoolers with Disabilities

Regular class includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate room for less than 21 percent of the time receiving services. This may include, but is not limited to, Head Start centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in a general education setting).

Resource room includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start centers, public or private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.

Separate class includes children who receive services in a separate program for 61 to 100 percent of the time receiving services. It does not include children who received education programs in public or private separate day or residential facilities.

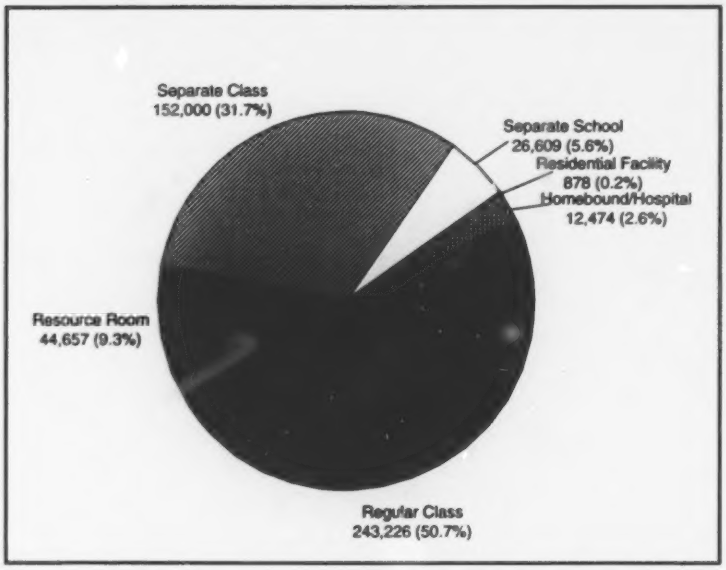
Separate school includes children who are served in publicly or privately operated programs, set up primarily to serve children with disabilities, that are NOT housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public separate day school for greater than 50 percent of the time.

Residential facility includes children who are served in publicly or privately operated programs in which children receive care for 24 hours a day. This could include placement in public nursing home care facilities or public or private residential schools.

Homebound/hospital includes children who are served in either a home or hospital setting, including those receiving special education or related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis (e.g., a child development worker or speech services provided in the child's home). It also includes children 3-5 years old receiving special education and related services in a hospital setting on an inpatient or outpatient basis. However, children receiving services in a group program that is housed at a hospital should be reported in the separate school category. For children served in both a home/hospital setting and in a school/community setting, report the child in the placement that comprises the larger percentage of time receiving services.

Source: OSEP Data Dictionary, Office of Special Education Programs, U.S. Department of Education.

Figure II-3
Number and Percentage of Children Ages 3-5 Served in Different Educational Placements on December 1, 1995



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

The number of children served each year continues to increase, although the funds appropriated have remained almost level over the past 2 years. States continue to use the full continuum of placement options. However, there has been an increase in the number of children served in regular class placements, and the use of separate facilities has declined.

Creative ways of administering services are being developed. As shown in the examples in this module, State and local agencies are increasing the level of collaboration among agencies. This, in turn, is making access to services easier for families.

Reference

deFosset, S., Hardison, M., Ward-Newton, J. (1996). *Section 619 profile-seventh edition.* Chapel Hill, NC: National Early Childhood Technical Assistance System.

Students Served Under IDEA, Part B

Children with disabilities are guaranteed a FAPE under IDEA. Part B programs support children and youth with disabilities ages 3 through 21. This module focuses mainly on children ages 6-21.

Until 1994, children and youth with disabilities were also served under the Chapter 1 Handicapped Program. In October 1994, the Improving America's School Act (IASA) was enacted, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). However, the Chapter 1 Handicapped Program was not reauthorized. Beginning with the FY 1995 appropriation, all children with disabilities were served under programs authorized by IDEA. The IASA included a number of amendments to IDEA to provide for a smooth transition to serving all children.

Table II-3 summarizes the amount of IDEA, Part B funding appropriated to States and Outlying Areas for FY 1977 through FY 1996. Funding increased steadily from $251,770,000 in 1977 to $2,323,837,000 in 1996. The per child allocation rose from $71 in 1977 to $418 in 1995. However, in 1996 the amount allocated for the 1996-97 school year did not correspond to the increase in the number of students with disabilities that were served, and consequently the per child allocation dropped to $413. However, the appropriation for FY 1997 is $3,107,522,000. This amount will significantly increase the per child allocation for the 1997-98 school year.

This section examines the number and the changes in the number of students served under IDEA, Part B over time and further examines these changes by age group and disability. The proportion of students served as a function of total enrollment and resident population is also presented. Note that for ease of reference, the numbers of students served are discussed only in terms of IDEA. For the years 1976-77 through 1993-94, these numbers

Table II-3
IDEA, Part B State Grant Program: Funds Appropriated, 1977-96

Appropriation Year	IDEA, Part B State Grants[a]	Per Child Allocation[b]
1977	$ 251,770,000	$ 71
1978	566,030,000	156
1979	804,000,000	215
1980	874,190,000	227
1981	874,500,000	219
1982	931,008,000	230
1983	1,017,900,000	248
1984	1,068,875,000	258
1985	1,135,145,000	272
1986	1,163,282,000	279
1987	1,338,000,000	316
1988	1,431,737,000	332
1989	1,475,449,000	336
1990	1,542,610,000	343
1991	1,854,186,000	400
1992	1,976,095,000	410
1993	2,052,730,000	411
1994	2,149,686,000	413
1995	2,322,915,000[c]	418
1996	2,323,837,000	413[d]

a/ The figures from 1977 through 1994 include amounts appropriated to the Federated States of Micronesia and the Republic of the Marshall Islands. In 1995, those entities received no appropriations.

b/ The per child allocation excludes children and funds for the Outlying Areas and Bureau of Indian Affairs (BIA) and is based on the child count information available as of July 1 of the fiscal year.

c/ This amount includes $82,878,000 added to the Grants to States appropriation because of the elimination of the Chapter 1 Handicapped Program.

d/ This allocation was derived by dividing the total appropriations for the 50 States, District of Columbia, Outlying Areas, and BIA by the total number of children served in all of those areas.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

include those children from birth through age 21 served under the Chapter 1 Handicapped Program.

Total Number of Children and Youth Served

A total of 5,619,099 children and youth with disabilities ages 3 through 21 were served under IDEA, Part B during the 1995-96 school year (see table II-4), an increase of 188,876 (or 3.5 percent) from the previous year. The increase in the number of students with disabilities served resulted in an increase in the percentage of children with disabilities enrolled in school. The percentage of children ages 6 through 17 with disabilities enrolled in school increased from 10.4 percent in 1994-95 to 10.6 percent in 1995-96.[1] There was also an increase in the percentage of children in the resident population served in special education. The percentage of children with disabilities ages 3 through 21 in the resident population increased from 7.7 percent in 1994-95 to 7.9 percent in 1995-96.

Total school enrollment decreased from 45,090,301 in 1976-77 to 38,925,000 in 1984-85. Since 1985-86, enrollments have increased steadily. The 1995-96 enrollment count of 45,363,691 represents a net increase of 6,438,691 (16.5 percent) in enrollment since the 1984-85 school year.

The resident population ages 6 through 17 decreased from 46,337,802 in 1976-77 to 41,436,000 in 1985-86, and then gradually increased to 45,109,401 in 1995-96. There has been a net decrease of 1,228,401 (-2.7 percent) in the number of students ages 6 through 17 since 1976-77. There was also a decrease in the 18 through 21 age group, from 17,014,688 in 1976-77 to 14,032,177 in 1995-96 (-2,982,511 or -17.5 percent). The 3 through 5 age group increased during this period, from 9,429,510 to 12,060,235.

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[1] These proportions are calculated by dividing the number of 6- through 17-year-old students served under IDEA by the pre-kindergarten through grade 12 enrollment count compiled by National Center for Education Statistics (NCES).

Table II-4
Students Served Under IDEA, Part B[a/]: Number and Percentage Change, School Years 1976-77 Through 1995-96

School Year	Change in Total Number Served From Previous Year (%)	Total Served[c/]	Percentage of 0-21 Population
1976-77	--	3,708,601	4.52
1977-78	1.9	3,777,300	4.65
1978-79	3.8	3,919,073	4.87
1979-80	3.0	4,036,219	4.98
1980-81	3.5	4,177,689	5.15
1981-82	1.3	4,233,282	5.20
1982-83	1.5	4,298,327	5.40
1983-84	1.0	4,341,399	5.50
1984-85[b/]	0.5	4,363,031	5.50
1985-86	0.2	4,370,248	5.56
1986-87	1.2	4,421,601	5.64
1987-88	1.4	4,485,702	5.73
1988-89	1.8	4,568,063	5.82
1989-90	2.4	4,675,619	5.93
1990-91	2.8	4,807,441	6.07
1991-92	3.7	4,986,039	6.20
1992-93	3.4	5,155,853	6.38
1993-94	4.0	5,363,766	6.60
1994-95	1.2	5,430,223	6.63
1995-96	3.5	5,619,099	6.79

a/ The data for 1976-77 through 1993-94 include children 3 through 21 years of age served under IDEA, Part B and children birth through 21 served under the Chapter 1 Handicapped Program. Funding for the two programs was merged in 1994 as a result of the passage of the IASA. The totals for 1994-95 and 1995-96 reflect only children ages 3 through 21. The totals do not include infants and toddlers from birth through age 2 served under Part H.

b/ Beginning in 1984-85, the number of children with disabilities reported for the most recent year reflects revisions to State data received by OSEP between the July 1 grant award date and October 1. Updates received from States for previous years are included, so totals may not match those reported in previous annual reports to Congress. Before 1984-85, reports provided data as of the grant award date.

c/ Although States must serve all eligible children with disabilities, funds are provided only for up to 12 percent of the State's total population ages 3 through 17, except in Massachusetts. This is commonly referred to as "the 12 percent cap."

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Age Groups of Students Served Under IDEA, Part B

The largest age group of students (2,581,061 or 45.9 percent) with disabilities served in 1995-96 under IDEA, Part B were ages 6 through 11. Students with disabilities ages 12 through 17 were the next largest age group served; 2,237,124 (39.8 percent) students received services in this age group (see table II-5). The remaining age groups, ages 3 through 5 (548,441 children) and ages 18 through 21 (252,473 students) made up less than 15 percent of the students served. The largest increase in the percent of students served occurred in the 18 through 21 (5.8 percent) and 3 through 5 (4.9 percent) age groups.

Table II-5
Number of Students Served Under IDEA, Part B by Age Group: School Years 1994-95 Through 1995-96

Age Group	1994-95	Percent of Total	1995-96	Percent of Total	Change	
					Number	Percent
3-5	522,710	9.63	548,441	9.76	25,731	4.9
6-11	2,515,487	46.32	2,581,061	45.93	65,574	2.6
12-17	2,153,448	39.66	2,237,124	39.81	83,676	3.9
18-21	238,578	4.39	252,473	4.49	13,895	5.8
6-17	4,668,935	85.98	4,818,185	85.75	149,250	3.2
6-21	4,907,513	90.37	5,070,658	90.24	163,145	3.3
3-21	5,430,223	100.00	5,619,099	100.00	188,876	3.5

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

As stated earlier, child count data by age group for all children served under IDEA, Part B only exist from 1987-88 forward. The largest percentage increase between 1987-88 and 1995-96 occurred in the 3 through 5 age group, which increased by 63.3 percent (212,670). This was followed by the 12 through 17 (25.8 percent or 459,511) and 6 through

11 (21.9 or 463,535) age groups. The 18 through 21 age group only increased by 12.2 percent over the same period. There was a concomitant increase in the percentage of children served under IDEA, Part B in the resident population. These increases occurred in all age groups.

Disabilities of Students Served

OSEP collects information on the primary disability condition of children ages 6 through 21 served under IDEA. As in the past, the largest disability categories continue to be specific learning disabilities (2,597,231 or 51.2 percent), speech or language impairments (1,025,941 or 20.2 percent), mental retardation (585,308 or 11.5 percent), and serious emotional disturbance (438,217 or 8.6 percent).

The largest relative increases from 1994-95 to 1995-96 occurred in the traumatic brain injury (30.1 percent), autism (27.2 percent), and other health impairments (24.5 percent) categories (see table II-6). Most States attributed the increases in the two newest categories, traumatic brain injury and autism, to the reclassification of students at the time of triennial re-evaluations. The increase in the other health impairments category was generally attributed to increased service to students with attention deficit/hyperactivity disorder.

Table II-6
Change in the Number of Students Age 6-21 Served Under IDEA, Part B From 1994-95 to 1995-96 by Disability

Disability Category	1994-95	Percent of Total	1995-96	Percent of Total	Change Based on Number Served	
					Number	Percent[a/]
Specific Learning Disabilities	2,510,224	51.2	2,597,231	51.2	87,007	3.5
Speech or Language Impairments	1,020,331	20.8	1,025,941	20.2	5,610	0.5
Mental Retardation	570,518	11.6	585,308	11.5	14,790	2.6
Serious Emotional Disturbance	428,049	8.7	438,217	8.6	10,168	2.4
Multiple Disabilities	89,620	1.8	94,156	1.9	4,536	5.1
Hearing Impairments	65,204	1.3	68,070	1.3	2,866	4.4
Orthopedic Impairments	60,467	1.2	63,200	1.2	2,733	4.5
Other Health Impairments	107,133	2.2	133,419	2.6	26,286	24.5
Visual Impairments	24,713	0.5	25,484	0.5	771	3.1
Autism	22,664	0.5	28,827	0.6	6,163	27.2
Deaf-blindness	1,331	0.0[b/]	1,362	0.0[c/]	31	2.3
Traumatic Brain Injury	7,259	0.1	9,443	0.2	2,184	30.1
All Disabilities	4,907,513	100.0	5,070,658	100.0	163,145	3.3

[a/] The percent of change is calculated in the following manner: The number served in 1994-95 is subtracted from the number served in 1995-96. The result is then divided by the total number served in 1994-95.

[b/] This percent is rounded to the nearest tenth. The actual percent is .027.

[c/] This percent is rounded to the nearest tenth. The actual percent is .026.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

There has been a steady increase in the number of students served under IDEA, Part B. It is important to note that two different underlying demographic factors existed during this period. During the first 10 years of the program, the growth in the IDEA, Part B count occurred while population and enrollment counts were decreasing. Early growth in the special education count occurred as IDEA was more fully implemented, and services were expanded to more fully serve the eligible population.

During the second 10 years of the program, growth in the special education counts coincided with increases in enrollment and population. However, the percentage of students enrolled in special education has increased at a slightly higher rate than has the total school age population. The percentage of children receiving special education ages 6 through 17 enrolled in schools increased from 9.6 percent in 1987-88 to 10.6 percent in 1995-96. The percentage of children ages 3 through 21 receiving special education in the resident population increased from 6.6 percent in 1987-88 to 7.9 percent in 1995-96.

There are several explanations for the growth in the special education population over this period. As mentioned earlier, there was a natural growth in the numbers in the early years of the program as States fully implemented IDEA. The ability to identify children with disabilities may have also improved as a result of new developments in the assessment of children and in medical tests. The program has also expanded the age range of students served.

Students with Attention Deficit/ Hyperactivity Disorder

In recent years, much emphasis has been placed on the proper diagnosis and treatment of students with attention deficit/hyperactivity disorder (ADHD). The American Psychiatric Association (APA) (1994) estimates that children with attention deficit/hyperactivity disorder comprise between 3 and 5 percent of the school-age population nationally, though many of these children may not require special education.

Providing effective programs to educate students with attention deficit/hyperactivity disorder poses a unique set of challenges--for families and teachers alike. Many children with attention deficit/hyperactivity disorder have difficulty learning to read (Dykman, Ackerman, & Raney, 1994). Other academic subjects that children with this disorder may find difficult include (1) mathematics (Cantwell & Baker, 1991), (2) written communication (Anderson et al., 1987), and (3) spelling (Zentall, 1993). In addition, children with attention deficit/hyperactivity disorder often have difficulty developing age-appropriate social skills. For example, many children have low levels of self-esteem (Barkley, 1990); are easily frustrated, especially when faced with novel or challenging tasks (DuPaul, 1991); and have difficulty establishing friendships with other children (Swanson, 1992).

Given these challenges, this module will discuss several important issues related to the education of school-aged students with attention deficit/hyperactivity disorder. These issues include:

- What is attention deficit/hyperactivity disorder?
- How should students with attention deficit/hyperactivity disorder be identified?
- What are the legal rights of students with attention deficit/hyperactivity disorder? and

- What are effective treatments for students with attention deficit/hyperactivity disorder?

What Is Attention Deficit/Hyperactivity Disorder?

Children with attention deficit/hyperactivity disorder share common clinical syndromes associated with problems of inattention, hyperactivity, and impulsivity (Shaywitz & Shaywitz, 1988). In addition, many children with attention deficit/hyperactivity disorder experience co-occurring disabilities, such as specific learning disabilities or serious emotional disturbance (Forness et al., 1992).

Clinical descriptions of children with attention deficit/hyperactivity disorder symptoms have existed in the research literature for almost 100 years. For example, Still (1902), perhaps the first clinician to report the disorder, described a group of 20 children who exhibited aggressive, impulsive, and defiant behaviors. Other researchers, such as Ebaugh (1923) and Stryker (1925), described children who exhibited difficulty maintaining attention, regulating their own activity levels, and controlling impulsive behavior. Today, these three symptoms continue to be the key distinguishing characteristics of children with attention deficit/hyperactivity disorder (McKinney, Montague, & Hocutt, 1994).

Over the past 50 years, there has been some change in the terminology used to label children with attention deficit/hyperactivity disorder--although the major symptoms associated with the disorder have remained constant. For example, these children were often identified as having "minimal brain damage" (e.g., Strauss & Lehtinen, 1947) in the 1940s, while the term "hyperactive child syndrome" (e.g., Chess, 1960) was more common in the 1950s and 1960s. The APA initially defined attention deficit disorder as "hyperkinetic reaction syndrome," in 1968, and renamed the disorder as "attention deficit disorder" in 1980. The APA introduced the term attention deficit/hyperactivity disorder in 1987.

The *Diagnostic and Statistical Manual of Mental Disorders Fourth Edition* (DSM-IV), published by the APA in 1994, contains the most commonly accepted clinical definition of attention deficit/hyperactivity disorder (see table II-7). According to the DSM-IV, a child's attention deficit/hyperactivity disorder symptoms must meet several criteria, including:

- **Severity.** The child's attention deficit/hyperactivity disorder symptoms must be more frequent and severe than is typical of other children at similar developmental levels;
- **Early Onset.** At least some of the child's attention deficit/hyperactivity disorder symptoms must have begun before 7 years of age; and
- **Duration.** The child's attention deficit/hyperactivity disorder symptoms must have persisted for at least 6 months prior to the diagnosis.

The DSM-IV categorizes a child's attention deficit/hyperactivity disorder symptoms within two general categories: (1) inattentive behaviors, such as making careless mistakes or being very disorganized and (2) hyperactive/impulsive behaviors, such as excessively fidgeting or interrupting others. These two categories yield three main types of attention deficit/hyperactivity disorder:

- **Attention Deficit/Hyperactivity Disorder-Predominantly Inattentive Type.** The child exhibits at least six of the nine symptoms for inattention but does *not* meet the hyperactivity-impulsivity criteria.
- **Attention Deficit/Hyperactivity Disorder-Predominantly Hyperactive-Impulsive Type.** The child exhibits at least six of the nine symptoms for hyperactivity-impulsivity but does *not* meet the criteria for inattention.

Table II-7
Attention Deficit/Hyperactivity Disorder

A. According to the DSM-IV, a person with Attention Deficit/Hyperactivity Disorder must have either (1) or (2):

(1) six (or more) of the following symptoms of **inattention** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Inattention

(a) often fails to give close attention to details or makes careless mistakes in school work, work, or other activities

(b) often has difficulty sustaining attention in tasks or play activities

(c) often does not seem to listen when spoken to directly

(d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)

(e) often has difficulty organizing tasks and activities

(f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)

(g) often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)

(h) is often easily distracted by extraneous stimuli

(i) is often forgetful in daily activities

(2) six (or more) of the following symptoms of **hyperactivity-impulsivity** have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

(a) often fidgets with hands or feet or squirms in seat

(b) often leaves seat in classroom or in other situations in which remaining seated is expected

(c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness).

Table II-7 (cont'd)

(d) often has difficulty playing or engaging in leisure activities quietly

(e) is often "on the go" or often acts as if "driven by a motor"

(f) often talks excessively

Impulsivity

(g) often blurts out answers before questions have been completed

(h) often has difficulty awaiting turn

(i) often interrupts or intrudes on others (e.g., butts into conversations or games)

B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.

C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).

D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.

E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Disassociative Disorder, or a Personality Disorder).

Attention Deficit/Hyperactivity Disorder, Combined Type: if both Criteria A1 and A2 are met for the past 6 months.

Attention Deficit/Hyperactivity Disorder, Predominantly Inattentive Type: if Criterion A1 is met but Criterion A2 is not met for the past 6 months.

Attention Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type: if Criterion A2 is met but Criterion A1 is not met for the past 6 months.

Source: American Psychiatric Association (1994). *Diagnostic and statistical manual for mental disorders*. Washington, DC: Author. pp. 83-85.

- **Attention Deficit/Hyperactivity Disorder-Combined Type.** The child exhibits at least six of the nine symptoms for both inattention and hyperactivity-impulsivity.

The DSM-IV manual advises clinicians to use evidence of the child's behavior over the 6 months prior to his or her diagnosis to confirm which of these three syndromes is most applicable. However, according to the APA, most children with attention deficit/hyperactivity disorder are likely to meet the criteria for the attention deficit/hyperactivity disorder-combined type.

How Should Students with Attention Deficit/Hyperactivity Disorder Be Diagnosed?

Although there is no single test for attention deficit/hyperactivity disorder (APA, 1994), an accurate diagnosis can be made by obtaining information about the child from several sources, including (1) personal histories on the child and his or her family, (2) tests and questionnaires that assess the child's behavior, and (3) direct observation of the child in several settings (U.S. Department of Education, 1994). Collecting such detailed information on *each* child identified as having difficulty paying attention or with hyperactive/impulsive behavior helps avoid problems of overidentifying (or underidentifying) children with attention deficit/hyperactivity disorder (Milich, Pelham, & Hinshaw, 1985).

The Professional Group for Attention and Related Disorders (PGARD) (1990) recommends a two-tier evaluation process to properly identify children with attention deficit/hyperactivity disorder (see table II-8):

- **Tier 1 (Clinical Evaluation)** is used to determine whether the child's symptoms meet commonly accepted standards for an attention deficit/hyperactivity disorder diagnosis, such as those suggested by the DSM-IV; and

- **Tier 2 (Educational Evaluation)** is used to document that the child's attention deficit/hyperactivity disorder symptoms have a substantial, negative impact on his or her classroom performance.

Table II-8
PGARD System for Identifying Children with ADHD

CLINICAL EVALUATION

A clinical evaluation assesses whether the child is manifesting symptoms of ADHD. There are three objectives: (1) assess problems of inattention, impulsivity, and hyperactivity that the child is currently experiencing; (2) assess the severity of these problems; and (3) gather information about other disabilities that may be contributing to the child's ADHD symptoms.

Child rating scales are the best available tools to determine the presence of ADHD symptoms. Numerous rating scales exist, including:

- *Child Behavior Checklist, Teacher Report Form*, and *Parent Report Form*, by Achenbach and Edelbrock (1983, 1986), and
- *Conners Parent Rating Scale* and *Conners Teacher Rating Scale* by Conners (1989, a, b).

As with all psychological tests, child rating scales have a range of measurement error. Appropriate scales have satisfactory norms for the child's chronological age and ability levels.

Collecting information about the child's ADHD symptoms from several different sources helps ensure that the information is accurate. Appropriate sources of information include the child's parents, teachers, and medical doctors. It is also important to review both the child's previous medical history as well as his or her school records.

EDUCATIONAL EVALUATION

An educational evaluation assesses the extent to which a child's symptoms of ADHD have had an adverse effect on his or her performance at school. The evaluation involves both direct observations of the child in the classroom as well as a review of his or her academic productivity.

Classroom observations are used to record how often the child exhibits different ADHD symptoms in the classroom. The frequency with which the child with ADHD exhibits behaviors associated with ADHD symptoms are compared to norms for other children of the same age and gender. It is also important to compare the behavior of the child with ADHD with that of other children in the class. It is best to collect classroom observations during two or three different observations across several days. Each observation typically lasts about 20-30 minutes.

An educational evaluation also includes an assessment of the ***child's productivity*** in completing seat work and other academic assignments. It is important to collect information about both the percentage of work completed as well as the accuracy of the work. The productivity of the child with ADHD can be compared with the productivity of other children in the class.

Source: Adapted from U.S. Department of Education (1994). *Attention deficit disorder: Adding up the facts.* Washington DC: Office of Special Education Programs, U.S. Department of Education, pp. 3-4.

Families, teachers, psychologists, and pediatricians must work as a team to diagnose children with attention deficit/hyperactivity disorder (Lahey et al., 1987). Each of these team members is able to provide critical data regarding an individual child. For example, at what age did the behaviors begin to appear? How often do they occur? To what extent do they occur? Where do they occur? How are these behaviors affecting the children's academic, emotional, and social lives? By pooling all of this knowledge among the team members, it is possible to get an overall picture of whether a child should be diagnosed as having attention deficit/hyperactivity disorder (Mash, 1989). This information is also critical in developing appropriate treatment programs, including determining the child's need for services, under IDEA or other Federal legislation.

What Are the Legal Rights of Students with Attention Deficit/Hyperactivity Disorder?

Children with attention deficit/hyperactivity disorder may be eligible for special education and related services under IDEA or under Section 504 of the Rehabilitation Act of 1973, as amended. As is true for students with any other disability, students with attention deficit/hyperactivity disorder are not automatically eligible for services under these two Acts. They must meet the eligibility criteria of the Acts to receive services. This section outlines those criteria.

Eligibility Under IDEA

IDEA, Part B requires that each State have in effect a policy that ensures all children with disabilities the right to a FAPE (20 U.S.C. 1412(1)). It is the State educational agencies' (SEAs) and local educational agencies' (LEAs) affirmative obligation to evaluate a child who is suspected of having a disability to determine the child's need for special education and related services (Davila, Williams, & MacDonald, 1991).

Although attention deficit/hyperactivity disorder is not a separate disability category under IDEA, children with the disorder who require special education and related services because of the disorder are eligible for services under the "other health impairments" category of IDEA, Part B when the child's disorder is a chronic or acute health problem that results in limited alertness and adversely affects his or her educational performance. Children with attention deficit/hyperactivity disorder may also be eligible for services under other eligibility categories such as the "specific learning disability" or "serious emotional disturbance" categories of IDEA, Part B when they have those conditions in addition to their attention deficit/hyperactivity disorder.

Programs and Services Under Section 504

If a child with attention deficit/hyperactivity disorder is found to be ineligible for services under IDEA, Part B, the requirements of Section 504 of the Rehabilitation Act of 1973 are applicable, if the child has a disability as defined by this legislation. Section 504 defines a person with a disability as "any person who has a physical or mental impairment which substantially limits a major life activity (e.g., learning)" (34 CFR 104.3 (j)).

Depending on the nature and severity of his or her condition, a child with attention deficit/hyperactivity disorder may (or may not) fit the eligibility definitions contained in IDEA, Part B or Section 504. As a result, not all children with attention deficit/hyperactivity disorder are entitled to services under one of these Acts.

If the child qualifies for services under Section 504, the LEA must make an individualized determination of the child's needs for general or special education and related aids and services (34 CFR 104.35). Individualized educational services must be provided to each child. Depending on the needs of individual children, these services can include (1) curriculum adjustments, (2) alternative classroom organization and management, (3) specialized teaching techniques and study skills, (4) use of behavioral management, and (5) increased parent/teacher collaboration. These types of supplementary aids and services enable some children with attention deficit/hyperactivity disorder to succeed in general education settings without special education services (Pfiffner & Barkley, 1990).

What Are Effective Treatments for Children with Attention Deficit/Hyperactivity Disorder?

Different treatments, with varying known effects and limitations, are used by doctors, psychologists, and teachers who work with children with attention deficit/hyperactivity disorder. Two types of standard treatments involve psychostimulant medications and educational programs (Pelham & Murphy, 1986). This section of the module describes current research on the effectiveness of these treatments.

Attention Deficit/Hyperactivity Disorder and Medication

Medication for children diagnosed with attention deficit/hyperactivity disorder has become an issue of increasing public concern as more and more children across the country are diagnosed with attention deficit/hyperactivity disorder and prescribed drugs for treatment (Read, 1995). As Ross and Ross (1976) pointed out over 20 years ago, the limitations and the benefits of prescribing drugs as a treatment for attention deficit/hyperactivity disorder need careful examination.

Stimulants such as methlphenidate (i.e., Ritalin®), as well as pemoline (i.e., Cylert®) and amphetamines (e.g., Dexedrine®), are not effective for one out of every five children who take them (Silver, 1990). While the effects of these medications cause some children to exhibit clear and immediate short-term increases in attention, control, concentration, and goal-directed effort (Kavale, 1982), the long-term benefits of medication on social adjustment and academic achievement are limited (Gadow, 1983).

Medication can also have negative side effects (Forness, Sweeney, & Toy, 1996). For example, some children may lose weight, lose their appetite, or have problems falling asleep. Less common side effects include slowed growth, tic disorders, and problems with flexible thinking or with social interaction. These effects usually can be eliminated by reducing dosages or changing to different medications altogether, but careful monitoring is necessary (Runnheim, Frankenberger, & Hazelkorn, 1996).

Attention Deficit/Hyperactivity Disorder, Education, and Public Schools

Although medication helps some children with attention deficit/hyperactivity disorder to manage their behavior for a short period, medication alone is not sufficient to ensure that these children learn and achieve at school (Swanson, 1994). All children with attention deficit/hyperactivity disorder need effective educational programs to stay on task and learn (U.S. Department of Education, 1994).

Research shows that many children with attention deficit/hyperactivity disorder can be taught effectively in general education classrooms, as the practices used by skilled teachers benefit not only the child with the disorder but his or her nondisabled classmates as well (Rief, 1993). Those teachers who are most successful with children with attention deficit/hyperactivity disorder often use a three-part approach, integrating different practices developed and validated through research on children's learning and achievement over the past 25 years. This body of research has provided information about the characteristics of effective programs for educating a child with attention deficit/hyperactivity disorder. Successful educational programs are based on three key principles:

- **Effective Teaching Practices** can involve several different techniques to support active, sustained learning (Collagen & Sternberg, 1987). For example, skilled teachers can (1) provide clear models demonstrating how proficient students learn (e.g., Englert et al., 1991), (2) assign students of different ability levels to work together (Greenwood et al., 1992), and (3) provide students with adequate feedback on their performance (McKinney, Osborne, & Schulte, 1993). Such effective teaching practices, which were originally developed for children with learning and behavioral problems, are increasingly being used successfully with children with attention deficit/hyperactivity disorder (Fiore & Becker, 1994).

- **Behavior Modification Techniques** can help children with attention deficit/hyperactivity disorder learn how to manage their behavior in a variety of different school settings, including the classroom, the lunchroom, and the playground. Techniques such as verbal praise or other positive reinforcement are some of the most commonly used classroom practices (McGinnis & Goldstein, 1984). Skilled teachers can use these techniques effectively not only with their children with attention deficit/hyperactivity disorder, but also with other students with disabilities (Walker, Colvin, & Ramsey, 1995) as well as nondisabled students (O'Leary & O'Leary, 1977).

- **Classroom Modifications** are made in response to the needs of individual children with attention deficit/hyperactivity disorder (Pfiffner & O'Leary, 1993). These modifications generally involve restructuring the instructional environment in the classroom (Broward County Public Schools, 1995). Teachers can make physical accommodations, such as providing a special seat for a child with attention deficit/hyperactivity disorder (Forness & Walker, 1991), or modifications of the learning environment, such as providing follow-up instructions for classroom assignments (Zentall, 1993).

At present, there is a continuing need for additional, rigorous research demonstrating the effectiveness of combining different treatments for children with attention deficit/hyperactivity disorder (Abikoff, 1987). For example, although Horn et al. (1991) initially reported that a low dosage of medication combined with behavioral interventions helped reduce problems with classroom discipline, children with attention deficit/hyperactivity disorder who received the combined treatment did not maintain their appropriate behaviors 9 months after leaving the treatment program (Ialongo et al., 1993).

OSEP is currently collaborating with the National Institute of Mental Health to investigate the long-term effectiveness of multimodal treatments for children with attention deficit/hyperactivity disorder. This study compares the effects of different treatment programs that involve the use of medication and intensive, home-school intervention--both alone and in combination. This study, which is following more than 600 children with attention deficit/hyperactivity disorder at six sites for 2 years, will provide critical information about which treatment program works best for which children with attention deficit/hyperactivity disorder, in which settings, and for how long.

Summary

In States and localities across the country, families and educators are concerned about how to effectively educate children with attention deficit/hyperactivity disorder. The challenges that parents and teachers face, each day, include teaching children with attention deficit/hyperactivity disorder how to maintain their attention and control their hyperactivity and impulsivity. Teachers are also challenged to individualize educational programs in ways that help children with attention deficit/hyperactivity disorder successfully learn and achieve at school.

Recent research has begun to identify the distinguishing characteristics of effective programs for children with attention deficit/hyperactivity disorder. The results of these studies suggest that:

- Children with attention deficit/hyperactivity disorder can often be taught effectively in general education classrooms;

- Medication helps some children with attention deficit/hyperactivity disorder to control their behavior, but medication alone is often *not* sufficient to ensure that these children learn and achieve at school;

- Many effective educational programs for children with attention deficit/hyperactivity disorder include individualized academic instruction, behavior management techniques, and classroom modifications;

- Many educational practices that are useful in teaching children with attention deficit/hyperactivity disorder are also beneficial to all children in the class; and

- Teachers, parents, psychologists, and health care providers should work together as a team to help identify and serve children with attention deficit/hyperactivity disorder effectively.

Today, there is a continuing Federal commitment, through IDEA, Part B, and Section 504 of the Rehabilitation Act, to ensure that the needs of all eligible children with attention deficit/hyperactivity disorder are met. This support, combined with continuing efforts by teachers and parents to implement effective practices validated through research, will hopefully lead to improved results for children with attention deficit/hyperactivity disorder and their families.

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Modules

1. *The Continuum of Placements: From Regular Classes to Residential Facilities*
2. *Including Students with Disabilities in Statewide Assessments*
3. *Developing a Partnership Between Families and Professionals*
4. *The Continuum of Options in Dispute Resolution*
5. *Monitoring Compliance with IDEA*
6. *Advances in Teaching and Instructional Design*
7. *Advances in Technology for Special Education*

SECTION III

SCHOOL PROGRAMS AND SERVICES

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The Continuum of Placements: From Regular Classes to Residential Facilities

Before the Individuals with Disabilities Education Act (IDEA) was enacted, approximately 1 million students with disabilities were excluded from public schools, and few, if any, received educational services. Although great progress has been made in guaranteeing services for these students during the past 20 years, questions remain about the extent to which those services are being provided in the least restrictive environment (LRE). Particular concern has been raised about the number of special education students receiving costly services in private day and residential facilities at public expense and diverting scarce resources from other areas of the educational system (Huefner, 1989; McCarthy, 1993).

IDEA requires that "to the maximum extent appropriate, children with disabilities. . .are educated with children who are not disabled; and that. . .removal of children with disabilities from the regular educational environment occurs only when the nature. . .of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily" (U.S.C. 1412(5)(B)). The IDEA regulations further specify that a continuum of alternative placements should be available to meet the needs of children with disabilities for special education and related services (34 CFR 300.551).

At one end of that continuum is placement in regular classes; at the other end is placement in residential facilities and homebound/hospital placements. This module examines the environments in which students with disabilities receive special education services, with particular attention to regular class and residential placements. How many children are served in these settings? Are the proportions served increasing or decreasing? If the proportions served are changing, what are the reasons for these changes?

Progress Toward Inclusion of Students with Disabilities

Educators, parents, advocates, and others who promote appropriate inclusion of students with disabilities in general education classes believe that doing so will provide those students with greater access to the general education curriculum, appropriate education with their nondisabled peers, raise expectations for student performance, and improve coordination between regular and special educators. They also believe that greater inclusion will result in increased school-level accountability for educational results.

In 1994-95, 2.2 million of the total 4.9 million students with disabilities ages 6 through 21 spent at least 80 percent of their school day in general education classes,[1] and more than 95 percent of all students with disabilities attended regular schools. The environments in which students receive services vary according to the individual needs of the child. Although 87 percent of students with speech and language impairments were served in regular classes for 80 percent or more of the school day, only 9.7 percent of those with mental retardation were served in regular class placements. Students ages 6-11 were more likely to receive services in regular class placements than students ages 12-17 or 18-21.

Progress in serving students with disabilities in regular classes and resource rooms has varied from State to State. A few rural States serve more than 90 percent of their special education students in regular class and resource room placements (Idaho, North Dakota, Vermont). Other States or jurisdictions with larger urban populations serve fewer than 60 percent of students in those placements (District of Columbia, Louisiana, New York).

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[1] OSEP defines a regular class placement as one in which students with disabilities receive special education and related services outside of the regular class for 0 to 20 percent of the school day. Resource room placements are those in which students receive special education and related services outside of the regular class for 21 to 60 percent of the school day. Separate class placements include students who receive special education and related services outside the regular class for more than 60 percent of the school day.

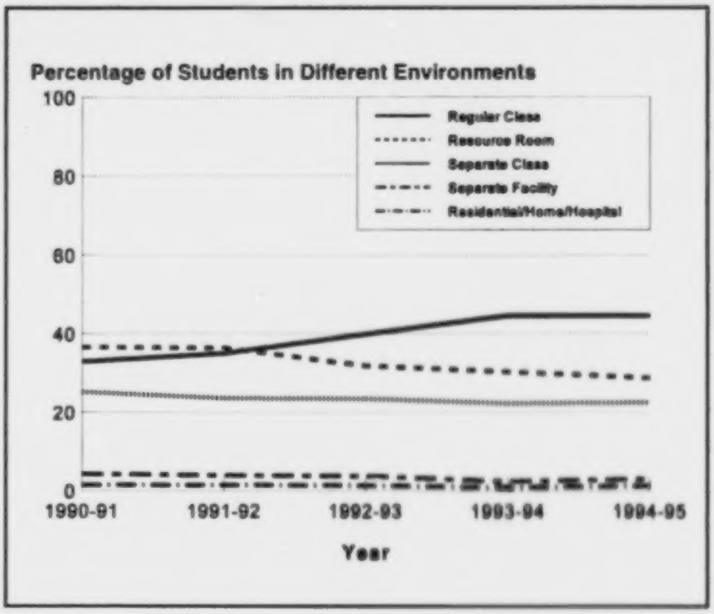
During the past 5 years, the percentage of students with disabilities ages 6-21 served in regular classes has gradually increased--from 32.8 percent in 1990-91 to 44.5 percent in 1994-95. During the same period, the percentage of students served in resource room placements has declined. The percentage of students receiving special education in separate classes for more than 60 percent of the school day, and the percentage served in separate schools have also declined gradually (see figure III-1). In part, some of these changes may be attributed to improvements in State data collection and reporting methods.

Students with Disabilities and Residential Placements

When placement decisions are made for students with disabilities, the first criterion that must be considered is the appropriateness of the placement. The placement must be "reasonably calculated to enable the child to receive educational benefits" (*Board of Education v. Rowley*, 1982). The placement must be based on the IEP and must be in the least restrictive environment, that is, to the maximum extent appropriate, children with disabilities must be educated with children who are nondisabled. Placement in special classes, separate schools, or other removal from the regular environment is only permissible when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

For a small percentage of students, mainly those with severe and profound disabilities, residential settings are considered to be the appropriate placement. These placements are expensive. The issue of who should bear the costs of these placements has been a subject of much debate. For example, one question that has arisen is: should State educational and local school districts have to bear all of the costs, particularly when the placement is based primarily on medical and therapeutic needs? For a more complete discussion about the cost of special education, see "The Costs of Special Education" Section I.4.

Figure III-1
Percentage of Students with Disabilities Ages 6-21 Served in Each Educational Environment: 1990-91 to 1994-95



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

During the 1994-95 school year, 35,150 students with disabilities ages 6 to 21 attended public or private residential schools. These students accounted for 0.7 percent of all students with disabilities, a percentage that has remained fairly constant over the past 5 years. Of all the students served in residential facilities, most have serious emotional disturbance (39.9 percent), hearing impairments (18.6 percent), mental retardation (10.0 percent), specific learning disabilities (9.3 percent), or multiple disabilities (9.1 percent). Many States operate public residential facilities for students with visual or hearing impairments, and as a consequence, larger percentages of these students attend public residential schools than private ones. A small percentage of students with disabilities (0.6 percent) receive services in hospitals or at home. These students typically have other health impairments, serious emotional disturbance, and learning disabilities.

Between 1987 and 2000, OSEP will have awarded 34 statewide systems change grants totaling $42.5 million to increase the physical, social, and academic integration of students with severe disabilities; increase the capacity of State and local educational agencies to provide effective services to students with severe disabilities; empower parents to become actively involved in their child's education; and promote collaboration among parents, students, and service providers. These grants have helped move some students with the most severe disabilities out of public and private day schools and residential facilities into regular classes and schools by increasing the capacity of those schools to meet these students' needs.

Some States that received systems change grants report moving sizeable numbers of students to more inclusive settings. Prior to its Statewide Systems Change project, 15 percent of Michigan's students with disabilities were served in separate schools, more than three times the national average. Project staff report that approximately 5,000 students moved to less restrictive placements during the 5 years of the project. In Colorado, there were about 100 centers for students with disabilities open in the early 1980s. In 1994, after two systems change grants and extensive reform efforts, 80 had closed. Other States have made changes in State policies to support inclusion of students with disabilities, revise preservice teacher training, and change the role of intermediate units from providing direct services to providing program support.

Summary

Gradual progress has been made toward serving larger percentages of students with disabilities in regular class placements, resource rooms, and regular schools. However, that progress has been somewhat inconsistent across disability groups, age groups, and States. Elementary-aged students with disabilities, particularly those with speech and language impairments, are served primarily in regular classes. Lower proportions of students with mental retardation and students ages 12-17 and 18-21 are served in regular classes. The percentage of students served in regular class placements has increased, and the percentage served in resource room placements has decreased.

When placement in a residential setting is required to provide a free appropriate public education (FAPE), then IDEA requires that it must be provided. However, IDEA also requires that students with disabilities be served in the least restrictive environment that appropriately meets their needs. The percentage of students served in residential facilities has declined very slowly, but constitutes less than 1 percent of all special education placements. The trend toward increasing the number of students in regular classes and the fact that 95 percent of all children with disabilities are served in regular school environments are positive reflections of State and local commitment to IDEA.

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Including Students with Disabilities in Statewide Assessments[1]

Educational reform activities provide unique opportunities for students with disabilities to more fully participate in the educational system. State and local educational agencies are exploring ways to improve the results of education for all students, including students with disabilities. In particular, these agencies are setting high student performance standards, implementing innovative instructional methodologies (including new technologies) to help students reach those high standards, and developing assessments designed to measure the extent to which students are reaching the high standards.

Data from statewide assessments are used not only to measure what students are learning but also to help make decisions about State-level education reform. Data from statewide assessments are also being used as indicators of the level of performance of school boards, school administrators, and school staff, who increasingly are being held accountable for the performance of students on the statewide assessments.

As a result of these actions to improve educational results for all students, larger numbers of students with disabilities are participating in statewide assessment systems. Students with disabilities benefit from participating in statewide assessment systems in several ways:

- By ensuring that students with disabilities participate in statewide assessments, the educational system commits itself to the notion that all educators are accountable for the learning of all students, including students with disabilities.

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[1] This module reports on the work of the National Center on Educational Outcomes (NCEO), one of several research centers funded by the Office of Special Education and Rehabilitative Services (OSERS).

- The expectations for students with disabilities are raised. Often, these higher expectations lead to changes in curriculum or educational strategies, or increased use of accommodations or adaptations, to assist these students in reaching higher standards.
- When policy and other decisions are made on the basis of statewide assessment results, the performance of students with disabilities is considered.

In addition, parents want their children to participate in assessments because they realize their children need to know how to do well in assessment situations, which continue throughout life, particularly in employment.

The Status of Statewide Assessments

In 1995 (the most recent year for which data were published), 45 of 50 States administered a statewide assessment to measure the performance of students; another 3 States were developing their statewide assessments (Bond, Braskamp, & Roeber, 1996). Statewide assessments vary widely in terms of the number of assessment components, the content areas and grade levels assessed, the types of assessments used, their purposes, and in how the results affect students, staff, and others.

The participation of students with disabilities in these assessments emerged as an issue in the early 1990s, when it became clear that often such students were being excluded from assessments in which they could have participated (McGrew, Thurlow, Shriner, & Spiegel, 1992; Ysseldyke & Thurlow, 1994). Students were being excluded for many different reasons, ranging from concerns about their test scores lowering overall scores when aggregated with those of students without disabilities, to concerns about the effect of assessments on the self-esteem or emotional health of students with disabilities.

These reasons for excluding students with disabilities from statewide assessments generally have been unfounded. Participation by students with disabilities does not appear to significantly lower the average performance level of students in a State because the number of students with disabilities who participate in relation to the total number of students who participate in the assessments is not large enough to change the overall average. As far as assessments affecting the emotional health of students with disabilities, many already participate in assessments and seem to benefit from the experience of participating in district and State assessments.

In fact, national and State assessment personnel (Ysseldyke, Thurlow, McGrew, & Shriner, 1994; Ysseldyke, Thurlow, McGrew, & Vanderwood, 1994) indicate that students with disabilities can participate in educational accountability systems in at least three ways:

- in exactly the same way as students without disabilities participate;
- with accommodations in setting, scheduling, presentation, and/or response; or
- in an alternate assessment, designed specifically for students with severe disabilities.

The NCEO is exploring each of these ways to include students with disabilities in statewide assessments. In addition, both the Office of Educational Research and Improvement (OERI) and the Office of Special Education Programs (OSEP) support programs that conduct research on the technical and implementation issues related to participation of students with disabilities in statewide assessments.

In this module, several trends that have occurred since 1990 in practices and attitudes about the participation of students with disabilities in statewide assessments are described. Emerging issues and future directions are also discussed.

Participation in Statewide Assessments

Since 1990, the goals of statewide assessment systems have broadened. In addition to providing information on the performance of students, assessments are used to help design instructional change and assign educational accountability (Bond et al., 1996). States have also begun to hold schools accountable for the educational results of students with disabilities.

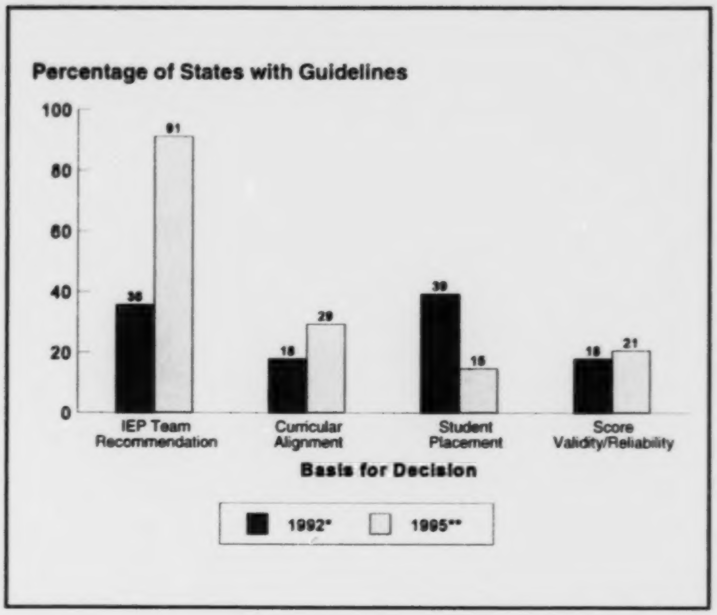
Changes in Practices and Attitudes

Evidence that practices governing and attitudes about the participation of students with disabilities in statewide assessments are changing comes primarily from analyzing State policies concerning assessment. In 1992, 28 States indicated that they had participation guidelines; in 1993, 34 States indicated that they had guidelines; in 1994 and again in 1995, 45 States indicated that they had participation guidelines (Thurlow, Scott, & Ysseldyke, 1995b). Written guidelines provided by 34 States in 1996 showed that many factors are considered when making decisions about the participation of students with disabilities in statewide assessments.

Involving the individualized education program (IEP) team in the participation decision is included in the written guidelines of nearly every State that submitted guidelines. In many States, participation decisions take into consideration curricular alignment (i.e., how well the assessment is aligned with what the student is learning). A few States include consideration of the physical placement of the student (that is, the percentage of time the student is mainstreamed, or whether content is received in a special education or general education class). Finally, a few States consider whether the resulting score will affect the validity or reliability of the measure.

In figure III-2, comparisons of the bases for decisions found in State written guidelines on participation of students with disabilities in statewide assessments are provided. From 1992 to 1995, there has been an increased use of

Figure III-2
Changing Bases for Making Decisions About Participation of Students with Disabilities in Assessments



* Results based on 28 States.

** Results based on 34 States.

Source: Thurlow, Ysseldyke, & Silverstein, (1993); Thurlow, Seyfarth, Scott, & Ysseldyke (1996).

three of the four indicators used. The greatest increase has been in using the IEP team's recommendation when deciding whether an individual child should participate in statewide assessments.

Changing practices and attitudes about the participation of students with disabilities in statewide assessments also are reflected in State policies for the use of accommodations during assessments. Many students with disabilities can participate in State assessments only if appropriate accommodations are provided. Concerns about technical

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issues, such as whether scores of students who use assessment accommodations are comparable to scores of students who do not use accommodations, often lead to restrictive accommodation policies, even though the research data necessary to assess the effects of accommodations on instrument validity have not been collected.

In 1992, 21 States indicated they had accommodations guidelines; in 1993, 25 States indicated they had guidelines; in 1994 and again in 1995, 39 States indicated they had accommodations guidelines (Thurlow, Scott, & Ysseldyke, 1995a). Analysis of written guidelines provided by 33 States in 1996 shows that many kinds of accommodations are considered when making decisions about the use of accommodations by students with disabilities.

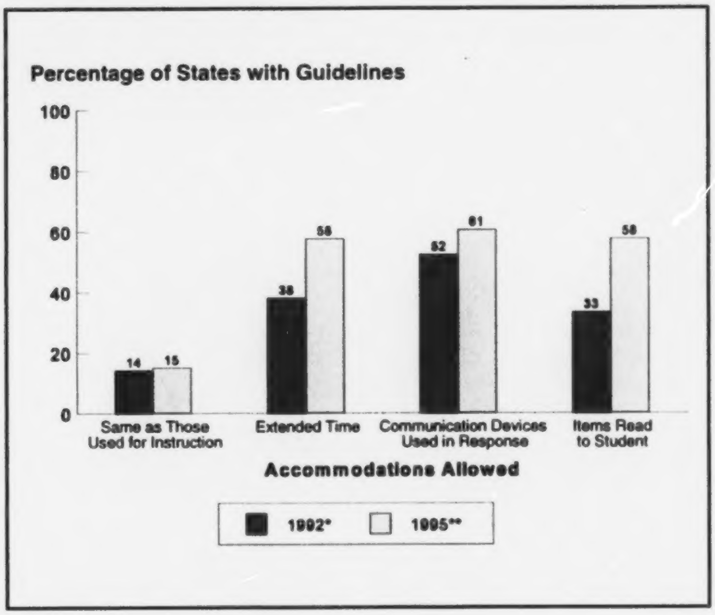
The most frequently used accommodations can be classified into one of four areas:

- setting (taking the test in a separate room, a carrel, or a small group);
- scheduling (such things as extended time, breaks during testing, or testing on certain days);
- presentation (using Braille or large print, sign language presentation of directions, or tape recording directions); and
- responses (computer-generated and scribe-recorded answers, point to answers, mark in booklet).

The specific assessment being administered will often influence the type of accommodations that may be used. That is, an accommodation that is allowed during a norm-referenced assessment might not be allowed during a criterion-referenced assessment.

More often in 1995 than in 1992, States' guidelines contained more specific language as to when certain accommodations might not be allowed. (For example, the guidelines might specify that a reading test could not be read to the student). In figure III-3, we provide comparisons of the

Figure III-3
Changes in Policies for Accommodations Allowed in Statewide Assessments



- * Results based on 28 States.
- ** Results based on 34 States.

Source: Thurlow, Ysseldyke, & Silverstein (1993); Thurlow, Seyfarth, Scott, & Ysseldyke (1996).

types of allowed accommodations described in the 33 States' written guidelines. Although there has been an increase in all four types of accommodations measured, the greatest increase has been in the use of extended time and reading items to students.

State educational agencies (SEAs) have come to realize that determining the participation rate of students with disabilities in State assessments is actually quite complex (Erickson, Thurlow, & Ysseldyke, 1996). Participation rates may vary for different assessments and at different grades. In addition, children may be counted at one time

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of the year but have transferred out of the school, district, or State by the time the assessment is administered.

Evidence suggests that in many cases, State personnel can only give general estimates of participation rates. In 1992 and 1993, 55 States and Outlying Areas reported overall participation rates ranging from less than 10 percent to more than 90 percent (see Shriner & Thurlow, 1993; Shriner, Spande, & Thurlow, 1994). However, in 1994, when States were asked by NCEO to provide the participation rates of students with disabilities for *each* assessment the State administered, States were able to provide estimates for only 49 of the 133 assessments administered that year (Erickson, Thurlow, & Thor, 1995). The estimates provided ranged from 4 to 100 percent.

Since 1991, most State educational agencies have come to realize that they have not defined their data elements in a way that facilitates collection or analysis of quality data on students with disabilities. During the past few years, SEAs have begun to add data elements to their files that will enable them to identify students with disabilities. Some States have begun requiring that a test form be completed for every student in a school, so that participation rates are based on actual school enrollments at the time of testing. States have also started to gather data on the use of accommodations, which will help special educators and administrators learn about the types of accommodations that are actually used by students during assessments.

Challenging Issues

States have made much progress in implementing statewide assessment systems that include students with disabilities. However, there are at least three challenging issues still to be addressed. First, States continue to raise questions about maintaining student confidentiality when including data from students with disabilities with data from other students. These questions are most pertinent for schools and districts, where the number of students with disabilities may be small, and it is therefore relatively easy to match students with learning problems to a particular score.

Second, it is not clear that the scores of students with disabilities who were provided accommodations can be compared with those of students who did not use accommodations. Are these scores similar? Are the scores of students who use accommodations valid? More research must be done to study the effects of accommodations on test validity.

Third, States soon will be struggling with how best to report data. In the past, States often did not report statewide assessment data for students with disabilities, even though the data were available. Data from these students were removed from aggregated scores, yet were still not reported separately to provide information on the status of students with disabilities.

These challenges are being addressed as States begin to systematically evaluate the effect of including students with disabilities in assessments. It is hoped that these efforts will increase the educational system's accountability for all students and that more comprehensive information on how well special education services are meeting the needs of students with disabilities will become available.

Alternate Statewide Assessments for Students with Disabilities

Including a statewide assessment for students with disabilities who are unable to participate in the regular assessment is an important part of designing statewide accountability systems that include all students. However, States have little experience in designing such assessments, and areas of research are still being identified and refined.

Purpose and Nature of Alternate Assessments

The purpose of an alternate assessment system is to measure the learning of those students who are not working toward the standards that are assessed by the general assessment system. Typically, only students with severe cognitive disabilities who are working on educational goals more closely aligned with independent functioning skills should participate in alternate assessments.

At this time, only three States have developed, or are developing, an alternate assessment for students unable to participate in the regular State assessment. Kentucky has an alternate assessment that it has already implemented. Scores obtained on the alternate portfolio assessment used in Kentucky contribute to overall accountability scores, just as scores on the general assessment do. Maryland is field-testing an alternate assessment system that it has developed. Texas is currently developing an alternate assessment system.

Challenging Issues

Significant challenges will be associated with the development of alternate statewide assessments. Research and experiences to date show that at least three types of challenges will have to be addressed at the onset of system development.

First, exactly who should participate in the alternate assessment will have to be determined. There is a potential danger that too many students with disabilities might be administered the alternate assessment when they could take the regular assessment, either with or without accommodations.

Second, the skills or goals to be assessed by the alternate assessment must be defined. If the alternate assessment is to be used for accountability purposes, scores need to be aggregated. In order to aggregate the scores, some common core of learning will have to be identified. A group of stakeholders that includes educators, parents, and policy makers should reach consensus on the domains of learning that are important for all students in the alternate system.

Third, a way must be found to integrate results from the alternate assessment into the accountability system, which includes results from the regular assessments as well as other types of information, such as dropout rates.

The results of the alternate assessment will also have to be reported. The methods used to resolve the three issues described above will probably also provide a framework for the appropriate reporting of results.

Future Directions

Increasing numbers of students with disabilities are being included in statewide assessments. As clearer guidelines on participation criteria and the use of accommodations are developed, the educational system is likely to be held increasingly accountable for the educational results of students with disabilities. Four developments are of particular interest to State departments of education and other interested parties.

- First, efforts to identify the effects of including students with disabilities in statewide assessment and accountability systems will increase.
- Second, accommodations will become more available, and there will be increased scrutiny of certain accommodations, such as reading aloud, using scribes, clarifying directions, and others.
- Third, alternate assessments will be developed and implemented. Once this takes place, the educational system can begin to be held accountable for the educational results of the students with disabilities who take alternate assessments.

- Fourth, results of assessments that include students with disabilities, and of alternate assessments, will be increasingly included in assessment reports. There is evidence that it may still be a widespread practice to exclude results for students with disabilities from score summaries and reports, even when the students take part in regular assessments (see Thurlow et al., 1995b). The entire educational system will assume greater responsibility for the education of students with disabilities when these students' scores are reported, and as measurement of their performance becomes part of State accountability systems.

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Developing a Partnership Between Families and Professionals

During the past 25 years, a significant shift in philosophy has occurred regarding the relationship between families of children with disabilities and professionals that serve them (Winton, 1994; Turnbull & Turnbull, 1996). Unlike the past, today's professionals consider the family as a unit instead of solely focusing on the mother-child dyad; they also understand there are family issues beyond those related to the child that must be addressed to effectively serve children with disabilities. Now professionals not only consider the needs of the family but also its strengths when developing educational programs that meet the child's needs. This philosophical shift has influenced the development of special education legislation and the relationship between families and professionals.

Involvement of families in decisions about their child's education is a central component of family-school collaboration (Turnbull & Turnbull, 1996), and the role that families can have in the education of their child with disabilities has evolved since the passage of P.L. 94-142. Families of school-aged children served through the IDEA, Part B have tended to be less involved in decisions than those of infants and toddlers served under Part H. Although families of school-aged children served under Part B are entitled to participate in their child's IEP meeting, many do not. A recent longitudinal study conducted in a large urban and primarily minority school district found that parent attendance at IEP meetings decreased over a 3-year period (Harry, Allen, & McLaughlin, 1995). In contrast, family participation is at the core of the Part H program. This emphasis is evident in many ways. One example is the importance given to families at the individualized family service plan (IFSP) meeting for infants and toddlers with disabilities. During these meetings, families are an integral part of the process of designing the IFSP. This perspective is, in part, an outgrowth of the systems perspective of human development, which emphasizes that children with disabilities do not exist in a vacuum. To comprehend the impact of the disability, one must gain an understanding of the context of children's lives (Turnbull, Turnbull, & Shankon, 1995).

This module describes some of the changes that have occurred in parent-professional partnerships. The first section provides some recent theories related to family functioning. The remaining sections discuss the types of partnerships that have developed as a result of IDEA. The sections include:

- a systems perspective of human development;
- family collaboration in IDEA, Part H;
- family collaboration in IDEA, Part B; and
- the challenge of transition.

A Systems Perspective of Human Development

From a systems perspective of human development, the way an individual acts is a product of the interactions that occur between a person and his or her environment. This section will examine recent developments in family system theory related to the interactions within families and the interactions between families and professionals.

Family systems theory provides a framework for understanding what a family is and how it functions. It also provides professionals with a model of how to collaborate with families. Turnbull and Turnbull (1996) describe three assumptions that are central to family systems theory. They are: (1) the input/output configuration of the system; (2) the concept of wholeness and subsystems; and (3) the role of boundaries in defining systems (Whitechurch & Constantine as cited in Turnbull & Turnbull, 1996). The first assumption explains how the inputs (family characteristics) interact with the system to produce outputs (family function). For example, when a child with disabilities is born (family characteristics), this places a new set of stresses on the family and may change how family members interact with each other and with individuals outside of the family (family function). The second assumption is that the system must be understood as a whole and cannot be understood by examining only its component parts (Whitechurch & Constantine as cited in Turnbull & Turnbull, 1996). For example, it follows from this assumption that it is necessary to understand the family to understand the child. Finally, the third assumption is that family subsystems are separated by boundaries that are created by the interaction of family members within the family unit and with outside influences. For example, the boundaries set with professionals are likely to be different from the ones set with family members.

Much of the knowledge about the changes in the relationships between parents and professionals that have occurred during the past 25 years can be attributed to the work done by Bronfenbrenner. He stressed that parenting behavior is influenced by environmental factors that are both internal to and external to the family. These parenting behaviors then influence the child's behavior. For example, Bronfenbrenner (1979, as cited in Dunst, Trivette, Hamby, & Pollock, 1990) stated:

> Whether parents can perform effectively in their child-rearing roles within the family depends on role demands, stresses, and supports emanating from other settings. Parents' evaluations of their own capacity to function, as well as their view of their child, are related to such external factors as flexibility of job schedules, adequacy of child care arrangements, the presence of friends and neighbors who can help out in large and small emergencies, the quality of health and social services, and neighborhood safety. (p. 7).

This quotation emphasizes the role that outside influences can have on families. Recognizing that role has been a critical factor affecting many of the changes that have occurred in the parent-professional relationship. It is important for anyone working with families to have an understanding of family systems theory because it provides a framework for understanding families in an individualized and personalized way. Professionals who possess such an understanding are more likely to be attuned to the families and their strengths, expectations, priorities, and needs. Such an understanding in turn leads to a more effective and collaborative relationship with families--and families are most able to promote students' positive educational results (Turnbull & Turnbull, 1996).

Family Collaboration in IDEA, Part H

In 1986, Part H of IDEA stipulated that a family-centered approach be used in serving eligible children from birth to age 3. Also, a commitment to the parent-professional partnership is embedded throughout the Part H regulations. Part H established the individualized family service plan (IFSP) and required that professionals collaborate with families when developing a plan for the child, consider the entire family when deciding on services, and choose services that strengthen families. As part of these requirements, the IFSP documents the family's resources, priorities, and concerns related to the development of the child (34 CFR §303.344(b)).

In an attempt to measure the degree to which early intervention services are being implemented in a family-centered manner, McBride, Brotherson, Joanning, Whiddon, and Demmitt (1993) conducted semi-structured interviews with 15 families receiving early intervention services and with 14 professionals. A major finding of the study was that over time a shift toward family-centered practices had occurred. All of the families stated that professionals showed concern for the family not just the child with disabilities. Also, the professionals articulated that implementing the IFSP requirements changed their professional practice orientation from child-focused to family-focused. However, when describing their practice, 5 of the 14 professionals discussed goals that were still based on a child-focused orientation. The study also examined the families' role in the decision-making process. Four families deferred decision making to the professionals, and three families chose to share the role. Ten families believed they could learn the most about their child by observing the professional and answering questions, and more than half the families described their role in the decision-making process as having the final veto power. Finally, many of the families stated their emotional well-being had improved through contact with professionals who showed concern for their emotional needs and with other parents who were in a similar situation.

Another study (Bailey, Palsha, & Simeonsson, 1991) found that professionals were concerned about their changing roles. Results of a survey of 142 professionals working in early intervention programs in two States showed that professionals perceived a moderate level of competence in their ability to work with parents and a higher level of competence working with children. However, as a group, they considered their role of working with families as important. Their primary concerns were how family-centered practices would affect them personally and whether they had the skills to engage in such practices. This study also suggests that the level and type of training given to professionals can significantly influence parent-professional relationships.

Family Collaboration in IDEA, Part B

The relationship between parents and professionals may change when children with disabilities turn 3 and begin preschool. For most families, the setting in which services take place changes from the home to the school. Regularly scheduled private home visits between families and professionals end. Children are served within a group setting, and parents may be invited into the child's classroom. They may take on the role of parent helper or observer. Also, school districts may transition to an IEP to develop goals and objectives for the child instead of using an IFSP to address the needs of the child and the resources, priorities, and concerns of the family. Therefore, the goals and objectives tend to become more child centered than family centered.

Typically, parents of children in primary and secondary special education programs are given less support and have less input into their child's education than parents of children from birth through age 5 (Winton, 1994). However, there are both informal and formal ways (e.g., IEP and individualized transition plan (ITP) meetings) to encourage parent involvement and thereby increase collaboration. Informal involvement includes the many opportunities for parent-teacher communication. This can include written notes between school and home, parent involvement in the classroom and extracurricular activities, telephone contact, technology options such as the Internet, and conferences (Turnbull & Turnbull, 1996). Increasing this communication to include the accomplishments of the child as well as the child's needs is an important part of developing collaboration.

OSEP recognizes the importance of the role that families need to play and is taking steps to promote an increase in the participation of families served through IDEA, Part B and Part H. A four-step plan to strengthen the working relationship between families and schools has been proposed. It includes: "(1) increasing involvement of families in decision making, (2) improving information available to families, (3) linking families to other resources and supports in the community, and (4) reducing adversarial dispute resolution by using mediation" (U.S. Department of Education, 1995).

The Challenge of Transition

There are several important factors to consider when providing services to families. One, as mentioned earlier, is to have an understanding of the family's perspective in order to develop a collaborative relationship between families and professionals. Another is the understanding that one of the most important factors in families' lives is the attainment of certain milestones. Often these life milestones are used to determine when services should be given. These milestones or transitions that occur during one's lifetime can be traced in a variety of ways. Two of these possibilities, as described by Mallory (1996), are developmental transitions and institutional transitions. Developmental transitions are associated with the maturational milestones an individual reaches in life, such as learning to walk or talk during the first years of life, reaching puberty, child bearing, and having children leave home. Institutional transitions mark the changes of moving from one institutional setting to another. They include events such as entering day care; elementary, middle, or high school; college or miliary service; and the work force.

The timing of when to administer services can be as influential on the family as the services themselves. Social policies have emphasized institutional transitions, which are often independent from the developmental transitions. This can have negative effects on individuals with disabilities and their families. For example, the individual experiencing the transition may lose his or her locus of control and transition from setting to setting, based on institutional transitions that are dictated by social policies such as laws and regulations. The likelihood of this happening increases if the individual has a disability and an assumption is made that the individual is less capable of making his or her own decisions (Mallory, 1996). However, if there is an open dialogue and a partnership between families and professionals, the likelihood of the family or individual losing control is reduced.

Two institutional transitions in special education are the transition from IDEA, Part H, to IDEA, Part B, at age 3 and the transition from school to postschool activities. These are formal opportunities for parent-professional collaboration. The Part B regulations contain provisions for a smooth transition from Part H to Part B (34 CFR §300.154) and for any transitions that take place while the individual is served through Part B or ready to exit any or all Part B services (34 CFR §§300.344(c) and 300.346(b)). The Part B regulations stress parent participation during IEP meetings as well as during transition periods (34 CFR §300.345). Fostering positive interactions during these meetings is especially important. Studies and testimony have shown that schools try to comply with legal mandates and procedures but have not made the effort to foster empowerment through collaboration (Green & Shinn, 1995;

Turnbull & Turnbull, 1996; National Council on Disability, 1995). However, strategies for involvement are being pursued. They include increased efforts to involve families in the assessment process (Winton, 1994) and using collaborative conference techniques to increase parent and student participation.

Parent involvement can have a critical effect on the transition process from school to postschool activities. A study by Morningstar, Turnbull, and Turnbull (1995) found that families greatly influenced decisions made by students with disabilities. With regard to the transition process, students' perspectives about their vision for the future, how to plan for the future, and their self-determination were all influenced by their families. Most of the students based their career plans on input received from parents and extended family members and not from career planning courses in school. Although the IEP process requires transition planning (34 CFR §300.346(b)), with the current format used during IEP meetings, the majority of the students found the IEP process irrelevant. Morningstar et al., suggest that parents' and extended family members' viewpoints be incorporated into the IEP process in a more meaningful way.

Summary

Family systems theory provides a framework for understanding the dynamics that are present within families. Children with disabilities and their families face a unique set of issues, as well as the usual challenges of childhood. Understanding the issues that are important to families is particularly critical when trying to develop a positive relationship between professionals and families. Both formal and informal avenues for collaboration exist. However, open communication is the integral component of developing this important collaborative relationship.

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The Continuum of Options in Dispute Resolution[1]

It is widely acknowledged among educators that multiple approaches are needed to encourage and allow for resolution of educational differences between families and schools. This module will discuss mediation and its growth, goals, and characteristics, as well as alternative mediation approaches. In addition, a brief description will be provided regarding other informal alternative dispute resolution (ADR) approaches used across the country.

Unintended Consequences and Policy Directions

After 20 years of experience with IDEA and State special education laws, many parents and educators have come to the conclusion that due process hearings and court litigation should not be the methods of first choice for resolving educational differences and issues. As Perry Zirkel (1994) and others have noted, the existing due process system has become too time-consuming, overly adversarial, too expensive for all parties, and perceived by parents as unfair.

In response to these and other concerns, States have begun to use mediation and other alternative dispute resolution approaches to resolve educational differences and issues. Although prior to the IDEA Amendments of 1997 there had not been a specific provision for mediation in IDEA, it is mentioned in a note in the Regulations under Section 300.506: "In many cases, mediation leads to resolution of differences between parents and agencies without the development of an adversarial relationship and with minimal emotional stress. However, mediation may not be used to deny or delay a parent's rights. . . ."

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[1] This module is an adapted version of Schrag, J. & Ahearn, E. (1996). *Continuum of options and the national experience. NICHCY news digest.* Washington, DC: Academy for Educational Development.

OSERS has long supported using mediation and other less litigious means for settling disputes between families and schools. In the IDEA Amendments of 1997, Congress has now required all States to make mediation available as an option for settling disputes.

Continuum of Alternative Dispute Resolution Procedures

Alternative dispute resolution (ADR) strategies, including mediation, can be placed on a continuum and grouped according to how the decision is reached, who makes the decision, extent of formality, costs incurred, amount of preparation, and extent of privacy provided (see figure III-4 below adapted from Slaikeu, 1989, and reported by Schrag, 1996).

Figure III-4
Dispute Resolution Continuum

Negotiation/ Facilitation Ombuds-person Advocates	Mediation/ Conciliation	Mock/Mini-Trial Pre-hearing Conference	Arbitration	Mediation-Arbitration	Due Process	Litigation

← ← ← ← → → → →

Decisions by the Parties
Informal
Low Cost
Limited Preparation
Private

Decisions by a Higher Authority
Formal
High Cost
Extensive Preparation
Public

As shown in figure III-4, ADR strategies being utilized across the country range from informal to formal strategies. Informal strategies include using problem-solving negotiation, often facilitated by an advocate or ombudsperson. More formal ADR strategies include arbitration and due process, in which a neutral party issues an opinion to settle a conflict or dispute. The most formal ADR approach is, of course, litigation, in which a judge renders a decision regarding a conflict or dispute among the parties.

Growth in Mediation

Formal mediation systems have been implemented in the majority of States. Ahearn (1994) reported that 39 of the 50 States operate special education mediation systems. This compares to 35 States reported in an earlier National Association of State Directors of Special Education (NASDSE) survey (Sykes, 1989). The majority of State mediation systems were initiated in the late 1980s. The first two mediation systems were developed in Connecticut and Massachusetts in 1975. Of the 11 States that did not report operating a State mediation system in the Ahearn study, two were developing formal mediation procedures. Most of the States without formal mediation systems, however, have some form of mediation (e.g., informal pre-hearing settlement conferences, reliance on local district implementation, or other informal mediation procedures (Ahearn, 1994)).

Goal and Characteristics of Mediation

The goal of mediation is to resolve conflicts and differences with the help of a trained, neutral third party. Many different mediation approaches can be used, but all mediation has the following characteristics (Engiles, Baxter, Quash-Mah, Peter, & Todis, 1995):

- It is a voluntary process in which the primary parties must be willing to meet and discuss their concerns in order to negotiate a mutually satisfactory agreement.
- It provides an opportunity and structure for the participants to have a full discussion of issues and to work collaboratively to create solutions.

- It is an empowering process in which the parties are the decision makers and explore issues and design solutions.
- It is a process for mutual problem solving and not for assigning blame or determining fault.
- Confidentiality is guaranteed to both parties.
- Communication and creative problem solving are stressed, with the mediator present to help the parties define the problem, explore each other's interests, and work together to develop a solution, plan of action, or agreement.
- It is future-oriented (i.e., what future interactions, plans, agreements, behavior changes will occur).

Mediation models/options vary in:

- the way local school districts can request or obtain the services of a mediator;
- the presence, absence, and extent of follow-up involvement of the SEA;
- the way mediators are selected and/or assigned;
- scheduling of the session; and
- the amount of time for a mediation session.

Trends and Variations in Mediation Strategies

State and local educational agencies across the country have implemented several methods of using mediation, including using single mediators, co-mediators, and a team or panel of mediators. Based on a 1994 survey of the 50 States, Schrag (1996) reported that the following selected single, co-mediation, and panel mediation models are being used in 39 States.

Eight States have implemented a State mediation model that uses a single mediator (California, Colorado, Connecticut, Florida, Illinois, Massachusetts, Minnesota, and Utah). The individuals who perform the single mediator role within the States are hired and paid in a variety of ways. Ahearn (1994) reported that at least 11 States use SEA employees as mediators (Alabama, Arkansas, Connecticut, Illinois, Iowa, Maine, Massachusetts, New Jersey, Ohio, Rhode Island, and Utah). Massachusetts has several full-time mediators working for an independent bureau, the Bureau of Special Education Appeals. Ahearn (1994) also reported that contracted organizations are utilized in 16 States. For example, Michigan's mediation system is operated through a contract with a third party who manages the system. New Hampshire has relied on trained volunteers to serve as mediators for the past 15 years. Arizona also uses volunteer mediators.

Approximately 13 States have a pool of impartial individuals trained in mediation, including administrative law judges, persons with mediation background, persons with special education background, persons independent from education, and others (Ahearn, 1994). At least seven States--Florida, Georgia, Kentucky, Minnesota, Montana, North Dakota, and South Dakota--have had their mediators trained and certified by the Justice Center of Atlanta, Inc. (JCA).

Mediation involving co-mediators is being implemented in several States. Co-mediation procedures are similar to single mediation procedures. The main difference between the two options is that two people, rather than one person, serve as mediators and facilitate the mediation process. Co-mediators are also being used in some States to train mediators by pairing a less experienced mediator with a mediator with more experience (e.g., Arizona, California, Illinois, Massachusetts, Michigan, and New Hampshire). In addition, several States (e.g., Colorado, Illinois, Massachusetts, and Vermont) have utilized co-mediators in disputes involving multiple agencies or other complex issues.

Panel mediation is a third mediation approach emerging throughout the country. Panel mediation is similar to that of single and co-mediator options. The difference is that a panel (typically three to four persons) facilitates the mediation process. During the late 1970s, the Community Boards Program of San Francisco, Inc. (CBSF), developed a panel conciliation model for use with disputes in San Francisco's diverse neighborhoods. The CBSF model of panel mediation is a structured three-part process of conflict resolution: case development, panel process, and follow-up. This model utilizes trained volunteers in the community to serve on mediation panels. The CBSF currently has a contract with the San Francisco School District to carry out special education mediations.

Under a grant from OSEP, the Direction Service Ombudsperson Project in Lane County, Oregon, is also implementing an adaptation of the panel conciliation model. The Ombudsperson Project utilizes a four-step problem-solving process that is preceded by an opening and followed by a closing, and includes: (1) information gathering, (2) issue and interest identification, (3) option generation and evaluation, and (4) reaching agreement (Engiles, Baxter, Quash-Mah, Peter, & Todis, 1995).

The Contra Costa SELPA (Special Education Local Plan Area) in California has implemented a locally based panel mediation process, called the Solutions Panel, that uses a four-person panel that facilitates special education conflict resolution.

Other Promising Parent-Professional Partnership Projects

A number of State and local educational agencies have implemented parent-professional partnership projects that try to enhance communication between parents and school personnel and minimize disagreements and conflicts. For example, the Arizona SEA has supported several parent support efforts, including PALS (Parents Liaisoning with the Schools), in which parents serve as resources to other parents to assist in communicating with the schools and resolving differences with them.

The Marquette-Alter Intermediate School District in Marquette, Michigan, has implemented a pilot Parent/Educator Partnership project. The purpose of this project is to train key parents and educators to achieve more effective communication skills. This proactive dispute resolution technique is intended to encourage communication within the local community and to implement resolution-oriented strategies to minimize disputes.

Many schools and school districts have implemented conflict-resolution programs for students and adults. Although not specifically related to special education disputes, using peer mediation has enhanced cooperation and improved the culture within many schools. Annette Townley, Executive Director of the National Association of Mediation in Education (NAME), has estimated that more than 5,000 schools nationwide offer some kind of conflict resolution program (Unpublished handouts provided by NAME). Typical strategies include training students to mediate disputes among their peers, teaching conflict resolution as part of the curriculum, and/or training staff in conflict-resolution skills. The most successful school programs involve both students and educators, because they build a school community in which all members share some common norms and strategies for dealing with conflict.

Staff Development/Training in Conflict Resolution

Several State and local educational agencies have provided workshops, seminars, and other training opportunities focused on conflict resolution skill training for school district staff (general and special education teachers and administrators) and for parents (e.g., communication, problem solving, and conflict resolution). For example, the Illinois SEA provides periodic training for school district personnel and parents in conflict resolution. The Colorado SEA has developed a videotape on conflict resolution for school district personnel. The Minnesota SEA provides seminars in negotiation and group consensus building.

The Massachusetts SEA has periodically provided training workshops on mediation and negotiation skills for mixed groups of school district personnel and parent advocacy group representatives. Also, the Arizona, Iowa, Massachusetts, Michigan, and Vermont SEAs provide mediation/conflict resolution training for administrators, parents, and advocates.

Summary

An important trend throughout the country is the implementation of a broad continuum of alternative dispute resolution approaches and options. Within this continuum, there is an emphasis on resolving differences as early as possible. Preventative strategies such as parent-professional partnerships, peer mediation, and ongoing staff development are effective in encouraging cooperative school/community cultures.

There is an emerging interest nationally in the use of alternative dispute resolution approaches and options, including the study of strategies currently used to improve and expand options available for successful conflict resolution between families and schools, as well as to identify effective training strategies. However, current research and other forms of documentation regarding the effectiveness of mediation and other ADR approaches and their effect on special education is sparse. Although limited in scope, current data and information gathered by SEAs throughout the country indicate that mediation and other ADR strategies have positive results.

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Monitoring Compliance with IDEA

The IDEA directs the Department to assess the impact and effectiveness of State efforts to provide a FAPE to children and youth with disabilities and early intervention services to infants and toddlers with disabilities. Primarily through OSEP, the Department assists SEAs and local school districts in implementing Federal special education mandates by making grants pursuant to congressional appropriations and providing technical assistance, policy support, and monitoring oversight.

OSEP works in partnership with States, institutions of higher education, students with disabilities and their families, advocacy groups, and others to help ensure positive educational results for students with disabilities. OSEP uses research, dissemination, demonstration, systems change, and other strategies to provide State and local educational agencies with tools to assist them in improving teaching and learning.

OSEP also recognizes the critical importance of its compliance monitoring responsibility and activities to ensure a FAPE for students with disabilities. OSEP places the highest priority on compliance with those IDEA requirements that have the strongest positive relationship with improved services and results for students with disabilities and their families. In addition, OSEP tailors its monitoring and technical assistance activities in each State to maximize positive impact on educational services and results for students in that State.

OSEP has determined that the requirements with the strongest links to positive results and general supervision include those addressing:

- Access to the full range of programs and services available to nondisabled children (and the supports and services that they need to learn effectively in those programs, as determined through the development of an IEP), including regular and vocational education programs and curriculums and work-experience programs;

- Transition services for students with disabilities beginning no later than age 16 (and younger if determined appropriate);

- Education in the least restrictive environment; and

- Parent involvement in decisions regarding their children's education.

Because each State has general supervision responsibility for all educational programs for its children with disabilities, OSEP focuses its monitoring activities on each State's systems for ensuring that all public agencies comply with the requirements of Part B, including those emphasized above, in providing services to students with disabilities. These systems include: the State's procedures for monitoring public agencies to determine compliance with Part B requirements as they apply to students with disabilities--including students placed by public agencies in private schools or facilities--and ensuring that public agencies correct any deficiencies; the State's complaint management and due process hearing systems; and its procedures for ensuring that special education programs administered by State agencies other than the SEA meet State standards and Part B requirements.

In the 1995-96 school year, OSEP began to monitor some States for compliance with the requirements of the Infants and Toddlers Program under Part H of IDEA. OSEP uses the same basic process to monitor compliance with Part H, that it uses to monitor compliance under Part B: (1) a week-long "pre-site" visit that includes public meetings, small outreach meetings with groups of advocates, and interviews with officials from the State's Lead Agency for Part H and other appropriate State agencies; followed by (2) an "on-site" week, during which OSEP staff review compliance at both the State and local levels.

OSEP's monitoring procedures reflect the interagency focus of Part H. As it does in monitoring for compliance under

Part B, OSEP focuses its Part H monitoring process on requirements that are most closely related to improving results for infants and toddlers and their families. These include requirements relating to:

- Child find and public awareness;
- Service delivery;
- Transition of children at age 3 from programs providing early intervention services under Part H to programs providing special education and related services under Part B.

In working with States to ensure compliance and improved results for students with disabilities, OSEP emphasizes partnerships and technical assistance, together with a strong accountability system. OSEP works with States, Regional Resource Centers, and others to identify systemic strengths and weaknesses and to develop strategies for systemic reform and improvement. OSEP also provides and brokers technical assistance to States on an ongoing basis regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress in educational results for students with disabilities. OSEP uses these strategies for State improvement in conjunction with a multifaceted compliance review process that includes: review and approval of State Plans, on-site compliance reviews, procedures to ensure the effective and timely implementation of corrective action plans, and discretionary review of final State decisions on Part B complaints.

During the past 4 years, OSEP has worked intensively to reorient and strengthen its monitoring system so that it will--in conjunction with research, innovation, and technical assistance efforts--support systemic reform that produces better results for students with disabilities, and ensure compliance. To ensure a strong accountability system, OSEP has emphasized: strong and diverse customer input in the monitoring process;[1] effective methods for ensuring compliance with IDEA, with the strongest emphasis on requirements that relate most directly to continuous improvement in learner results; prompt identification and correction of deficiencies; and corrective action requirements and strategies that yield improved access and results for students.

During the 1995-96 school year, OSEP conducted comprehensive monitoring visits to 11 States. OSEP has scheduled comprehensive monitoring visits to 8 States, the District of Columbia, the Virgin Islands, Guam, American Samoa, and the Commonwealth of Northern Mariana Islands, during the 1996-97 school year (see table III-1 for the projected schedule of these reviews; all tables are at the end of this chapter). Table III-2 summarizes the procedures typically used by OSEP to plan and implement onsite reviews. However, OSEP tailors its monitoring and technical assistance activities to the needs in specific States. Thus, some States (e.g., States with relatively few findings in their last review or with findings of a technical nature, and with demonstrable success in completing corrective actions) may require only a more narrow, focused review, while others will continue to require frequent OSEP comprehensive and follow-up monitoring visits.

Thirteen monitoring reports that OSEP issued in FY 1996 (see table III-3 and table III-4) summarize those findings. The findings concentrated in areas directly related to:

- student access to instruction and vocational preparation (e.g., placement in the least restrictive environment, and the provision of a FAPE);[2]

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[1] OSEP uses a variety of methods to involve the families of students with disabilities in the monitoring process, including: public meetings and smaller "outreach" meetings with representatives of groups representing students with disabilities and their families, as part of the pre-site visit to each State; one or more parent "focus group" meetings in at least one of the public agencies that OSEP visits in each State; and inviting a representative of each State's special education advisory panel to participate in meetings held to develop a corrective action plan.

[2] OSEP also made findings regarding requirements related to evaluation of students with disabilities and the development of IEPs. Both sets of requirements and OSEP's findings relate directly to the provision of a FAPE; evaluations serve as a critical source of information for making individualized determinations regarding the program and placement that each student needs, and Congress has mandated the development of an IEP as the mechanism for making such determinations.

- transition from school to employment and other post-school activities;
- procedural safeguards for children with disabilities and their parents; and
- the SEA's exercise of its general supervision responsibility (e.g., monitoring, complaint management, responsibility for special education programs administered by other State agencies and review and approval of local policies and procedures).

Earlier OSEP reports consisted largely of detailed and technical findings regarding the content of local educational agency applications, local educational policies and procedures, and explanations of procedural safeguards. OSEP now collects data and writes reports to stress findings and corrective actions that more strongly affect student results. Thus, for example, data collection and reports include a strong focus on State and local policies, procedures, and practices relating to transition and placement in the LRE.

Prior to the 1994-95 school year, each OSEP monitoring report included a corrective action plan developed by OSEP with limited dialogue with the State. Often States implemented the required procedures with little verifiable impact on services and results for students with disabilities. OSEP found that, to better ensure that corrective actions positively affect student results in a State, it is important to work with the State to develop and define corrective action requirements and to integrate technical assistance with the development, implementation, and evaluation of the corrective actions. While some States completed all required corrective actions, OSEP noted continuing deficiencies when it next monitored those States. Accordingly, OSEP has revised its corrective action procedures to emphasize joint development of corrective action plans, and to provide for technical assistance to support implementation of corrective action, and "follow-up" visits to assess the effectiveness of correction and identify needs for further technical assistance. (See table III-5 for a general description of OSEP's corrective action procedures.)

As part of the extensive technical assistance that OSEP provided to one SEA, it convened a task force to assist the SEA in identifying discretionary grants for which the SEA might be eligible to apply. OSEP has traveled to other States to provide on-site technical assistance regarding complex issues, such as: (1) monitoring procedures to ensure placement in the LRE and (2) ensuring correction of noncompliance in large urban school districts.

As noted in table III-1, OSEP conducted four follow-up visits during the 1995-96 school year to determine the extent to which the State has effectively implemented selected components of the agreed-upon corrective action plan and to work with State personnel to develop any further corrective actions and provide technical assistance needed to ensure full and effective correction. OSEP noted significant progress in each of those States and provided additional technical assistance regarding additional steps that would be needed to reach full compliance. OSEP plans to conduct second follow-up visits to three of those States during the 1996-97 school year, as well as follow-up visits to three additional States. (See table III-1.)

Summary

OSEP recognizes that it is important to focus on both student results and compliance and uses a broad range of technical assistance, partnership, and accountability strategies to ensure compliance, especially with those requirements that relate most strongly to learning opportunities and results for students with disabilities. OSEP tailors its technical assistance and monitoring activities in each State to the needs and strengths of that State, and OSEP's revised monitoring procedures have resulted in monitoring reports and corrective actions that ensure compliance while supporting State reform efforts and improved teaching and learning.

Table III-1
Schedule of On-site Monitoring Reviews

1995-96 Cyclical Reviews	**1996-97 Cyclical Reviews**
Alabama (9/95)	Texas (9/96)
Indiana (9/95)	Alaska (9/96)
Vermont (9/95)	Maine (9/96)
Kentucky (9/95)	West Virginia (12/96)
Nevada (10/95)	Florida (1/97)
Rhode Island (1/96)	Guam (3/97)
Tennessee (1/96)	American Samoa (3/97)
Kansas (3/96)	Commonwealth of the Northern Mariana Islands (3/97)
Colorado (5/96)	District of Columbia (3/97)
Georgia (5/96)	Mississippi (4/97)
Oklahoma (5/96)	Oregon (4/97)
	Missouri 4/97)
	Virgin Islands (5/97)
1995-96 Follow-Up Reviews	**1996-97 Follow-Up Reviews**
Pennsylvania (11/95)	Michigan (11/96)
New Jersey (12/95)	Connecticut (2/97)
New York (12/95)	Massachusetts (3/97)
Missouri (3/96)	New York (3/97)
	New Jersey (5/97)
	Pennsylvania (5/97)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

Table III-2
Typical Steps in On-site Monitoring Reviews

Step	Specific Activities
Step 1: Select States OSEP will monitor following school year	Select States that OSEP will monitor during the following school year. In the spring, inform States that will be monitored the following school year.
Step 2: Conduct monitoring academy and arrange visit dates	Conduct spring monitoring academy for States OSEP will monitor the following year. At the time of the academy or shortly thereafter, arrange dates with each State for public meeting/pre-site visit and on-site visit. Disseminate to national organizations schedule of public meetings and on-site visits.
Step 3: Conduct public meeting/pre-site visit	Send notice to SEA, State and national advocacy organizations, and parents to inform them of upcoming compliance review and the purpose, schedule, and location of public meetings and to invite their oral or written comments. Conduct public meetings, and smaller "outreach" meetings with representatives of groups representing students with disabilities and their families, to gather input regarding appropriate issues and geographical focuses of visit. Meet with SEA officials to plan on-site visit, to collect data regarding State systems for general supervision, and to collect other information to assist in identifying appropriate issues and geographical focuses for OSEP compliance review.
Step 4: Plan on-site data collection procedures	After pre-site visit, continue to receive (and, if appropriate, solicit) comments to assist in identifying appropriate issues and geographical focuses for OSEP compliance review. Analyze and synthesize information from: public and outreach meetings and other comment sources; pre-site meetings with SEA documents (including State plan, monitoring and local educational agency application review documents, placement data, funding formulas, etc.); previous OSEP monitoring report(s) and related corrective action documents; and other relevant information. Use information from public input, preliminary interviews of State officials, and review of State plan and other documents, to determine appropriate focuses for compliance review, to design data collection and verification strategies and forms, and to select State agencies and local educational agencies to be visited to collect data regarding the effectiveness of SEA's systems for general supervision.

Table III-2 (cont'd)

Step	Specific Activities
Step 5: Conduct on-site review	Interview SEA officials and review SEA documents to complete collection of data regarding SEA's systems for general supervision. Interview officials from other State agencies that provide educational and/or residential services to students with disabilities to determine whether the educational programs for such students are under the general supervision of the SEA and meet its standards. Collect data in a number of public agencies, including local educational agencies, to determine effectiveness of SEA's systems for general supervision. (Data collection methods include reviewing student records and interviewing agency administrators, teachers, related service providers, and parents.) Conduct a focus group in at least one public agency in each State to provide parents an opportunity to inform OSEP of their experiences in the development and implementation of an educational program and placement for their children with disabilities. Note exemplary programs and practices. Summarize preliminary findings in exit conference with SEA officials.
Step 6: Prepare and disseminate report	Analyze and synthesize data collected from all sources to determine areas of noncompliance. Prepare report that includes commendations and findings of noncompliance, data that support each finding, and results expected from the corrective actions. Issue report to the SEA and to the public. (If the State concludes that evidence of noncompliance is significantly inaccurate or that one or more findings are incorrect, it may request--within 15 calendar days--reconsideration of the finding. If OSEP agrees, it issues a letter informing the State that the finding is revised or withdrawn.)
Step 7: Develop and implement corrective action plan (CAP)	Work with State to develop CAP. Agree on a CAP, including activities, timelines and needed resources, using the State's preliminary CAP as the basis. This is done in a meeting or conference call with representatives from the SEA, the State Advisory Panel, and OSEP staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning

Table III-3
Monitoring Reports Issued During Fiscal Year 1996

Louisiana
Ohio
Maryland
Alabama
Indiana
Nevada
Vermont
Illinois
Kentucky
Rhode Island
Tennessee
Kansas
Georgia

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

Table III-4
Summary of Findings in 13 Fiscal Year 1996 Monitoring Reports

REQUIREMENTS ON WHICH FINDINGS WERE BASED/NUMBER OF REPORTS WITH FINDINGS		
TRANSITION	6	Student and representatives of other agencies likely to be responsible for transition invited to IEP meeting
	2	If student doesn't attend meeting, agency takes steps to consider preferences/interests
	8	Content of meeting notice
	9	Statement of needed transition services
LEAST RESTRICTIVE ENVIRONMENT	10	Removed from regular education only if education cannot be achieved satisfactorily in regular class with supplementary aids and services
	2	Placement determined at least annually
	4	Placement decision based on IEP
	5	Continuum of alternative placements
	8	Student participates with non-disabled students in extracurricular/nonacademic activities
FREE APPROPRIATE PUBLIC EDUCATION	7	Extended school year services
	7	Related services provided to meet student's needs as determined through development of IEP
	1	Length of school day consistent with State standard
	2	Initial evaluation meets State timelines
	1	Services continue if suspended long-term or expelled
PROCEDURAL SAFEGUARDS	1	Agencies establish safeguards
	6	Prior notice or proposed/refused actions provided to parents
	5	Prior notice includes full explanation of procedural safeguards
	4	Prior notice includes other required content
	1	Finality of hearing decision
	7	Hearing and review timelines
MONITORING	6	Procedures to identify deficiencies
	7	Procedures to correct deficiencies

Table III-4 (cont'd)

REQUIREMENTS ON WHICH FINDINGS WERE BASED/NUMBER OF REPORTS WITH FINDINGS		
COMPLAINT MANAGEMENT	5	Complaints resolved within 60 days
GENERAL SUPERVISION	5	Programs administered by State agency other than SEA meet SEA standards & Part B requirements
IEP	2	IEPs are developed and reviewed at least annually in a properly constituted meeting
	1	Agency representative participates in IEP meeting
	5	IEPs include required content
EVALUATION	3	Students reevaluated at least once every 3 years

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

Table III-5
General Procedures for Corrective Action

PHASE	ACTIONS TAKEN
MONITORING VISIT	Throughout the on-site process, OSEP discusses preliminary findings and possible strategies for corrective action with the SEA.
MONITORING REPORT	Each monitoring report sets forth parameters for the development of a CAP, specifying expected results of corrective action for each finding. The extent to which each report prescribes the specific steps that the State must follow to ensure correction and specific timelines for each step depends upon a configuration of factors, including the severity of the findings and the persistence of the identified noncompliance (including whether the same violations were identified in a previous monitoring report). The cover letter to each report invites the State to meet with OSEP (in Washington or through a conference telephone conversation) to establish more specific steps and timelines for the CAP. OSEP also invites a representative of the State's Special Education Advisory Panel to participate in the meeting or conference call, and encourages the State to invite additional resource people, such as Regional Resource Center staff, who could assist in the development of the CAP. The cover letter to the report also informs the State that the CAP must be developed within 45 days of the State's receipt of the report, and that if a CAP is not jointly developed within 45 days, OSEP will unilaterally develop a detailed CAP for the State.
DEVELOPMENT AND APPROVAL OF CORRECTIVE ACTION PLAN	State develops preliminary proposals for corrective actions. OSEP monitoring staff consult with other OSEP staff, as appropriate, who are knowledgeable about technical assistance resources, including systems change initiatives, research and dissemination projects, Regional Resource Centers and other technical assistance centers, etc. OSEP meets--in person or by teleconference--with representatives of the SEA, a representative of the State's Special Education Advisory Panel, and any additional resource people invited by the SEA. In the meeting, the participants discuss strategies, resources, and specific action steps for the development and implementation of a CAP that will ensure compliance and support systemic reform resulting in improved student results. The participants work toward--and as much as possible reach--agreement on the specific results, steps, resources, documentation procedures, and timelines for corrective action. Having determined that the State's proposal includes actions and timelines to ensure effective, timely, verifiable correction of all deficiencies, OSEP approves the State's CAP.
DOCUMENTATION OF CORRECTIVE ACTION	The SEA submits information to OSEP to document the effective completion of all corrective actions. Having determined that the submitted information documents the effective completion of all corrective actions, OSEP approves the completed corrective actions.
ON-SITE VERIFICATION OF CORRECTIVE ACTION	When determined appropriate, OSEP conducts an on-site follow-up review to verify effective completion of one or more corrective actions.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning

Advances in Teaching and Instructional Design[1]

The past decade has witnessed a "quiet revolution," both in what educators envision as an appropriate education for students with disabilities, and in schools' ability to provide such an education. These subtle but significant changes have been due, in large part, to applied research studies supported by OSEP. Recent advances also have enabled educators to consistently think about a much broader, richer curriculum that supports students' complex thinking, learning, and achievement. Advances have also provided educators with guidelines for strategically and efficiently building proficiencies in reading and writing and mathematics.

This module describes several major advances in the areas of instructional design and teaching for students with disabilities. OSEP has a long history of taking relatively abstract principles from psychology and sociology and utilizing them to develop *feasible* interventions that account for the realities of classrooms and schools (Gersten, Schiller, & McInerney, in press). These interventions, many of which were developed and validated, initially, for children with learning disabilities, can also be used with other students who experience problems related to their academic performance. In general, this module describes interventions validated through research that not only improve students' knowledge but increase both their persistence in learning and their ability to learn from new experiences.

Before discussing these advances, some of the major changes in special education that have occurred in the past 10 years are reviewed. The review provides the context for understanding how research supported by OSEP has contributed to advances in teaching strategies and instructional design for students with disabilities.

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[1] This module reports on work conducted by Russell Gersten at the Eugene Research Institute, one of several research institutes funded by OSEP. The institute conducts research on linguistic diversity, technology, teacher development, and instructional design.

Changing Context for Special Education Teaching

A decade ago, the primary instructional goal for most students with disabilities was *remediation* of deficits in academic skills. Often, even secondary students with disabilities would spend much of their academic day on "drill and practice" in arithmetic computation, spelling, and other academic tasks that rarely demanded use of cognitive skills. Such practices reflected the mistaken belief among many educators that the development of basic academic skills, such as the ability to read, compute, and understand basic mathematics facts, write expressively, and spell correctly, was an essential precursor to development of problem-solving and comprehension abilities. The steady emphasis on the "basics" provided many students with disabilities with an inadequate and unstimulating curriculum. In fact, this practice seemed to backfire in several respects. First, many students failed to really learn basic skills, even after many years of special education (Woodward & Howard, 1994; Parmer, Cawley, & Frazita 1996).

Second, students with disabilities lacked access to a meaningful curriculum. Due to the heavy reliance in many classrooms on textbook-based instruction, students with disabilities (many of whom are not skilled independent readers) were essentially excluded from comprehensible lessons in subjects such as science or social studies (McIntosh, Vaughn, Schumm, Haager, & Lee, 1993). In fact, students were, often unwittingly, deprived of instructional experiences essential for subsequent employment and involvement in society.

Finally, the shift away from a purely remedial model was spurred by the widespread realization among educators that disabilities do not simply "disappear" when students learn how to read or acquire mathematical, writing, or spelling skills. Without question, teaching these necessary skills to students with disabilities is an essential part of special education. However, research consistently demonstrates that many students with learning disabilities will continue to experience difficulties in areas related to memory, language (especially abstract language), and the abilities required to organize material.

Providing meaningful access to the core curriculum to students with disabilities is increasingly considered a major element of the very purpose of the IDEA. That goal is also related to inclusion of special education students in the ambitious goals and performance standards of *Goals 2000.*

Advances in Teaching Essential Concepts and Building Problem-solving Abilities

The Need for Explicit Instruction

As researchers examined the learning characteristics of children with many types of learning disabilities and related academic problems, educators' understanding of how these children learn contributed to development of more sophisticated instructional interventions. Researchers such as Deshler and Schumaker (1993) and Englert and Thomas (1987) observed that students with learning disabilities were, typically, unaware of the "tricks of the trade" and that proficient learners use problem-solving strategies to organize their thoughts or plan an approach to solve complex problems. Building upon these and other studies, as well as on theoretical models (e.g., Swanson, 1988), special education researchers began to develop and validate instructional approaches that teach such strategies to students with disabilities.

The research of Williams (1992) described a major comprehension problem of many students with disabilities and helped provide direction for instructional interventions. When asked to retell (or summarize) stories, many students with disabilities tended to add seemingly extraneous elements. Williams found that the elements were based upon their personal feelings and their experiences, rather than being derived from the text. In fact, at times, these personal experiences and associations tended to "override" information presented in the book they were reading.

Instructional approaches have been developed to help students *perceive* what others in society view as important. One advance in the past decade is the realization that an important goal of instruction is to show students how the academic material studied is related to their lives (Kinzer, Gabella, & Rieth, 1994) or the lives of others (Harniss, Hollenbeck, Crawford, & Carnine, 1994). When this instructional practice is utilized, retention of material increases.

In summary, the need for explicit instruction for many students with disabilities was derived from the understanding that often students with learning disabilities (or other problems related to academic performance): (1) have a difficult time organizing information on their own (especially abstract information), (2) bring limited background knowledge to many academic activities (especially those involving abstractions), and (3) need a good deal of feedback and practice to retain abstract information.

What Is Explicit Instruction?

To introduce students to complex concepts and to build essential skills in reading and mathematics, teachers, and the instructional materials they use, should be "*explicit* about what needs to be done, or said, or written--rather than leaving it to learners to make inferences from experiences that are unmediated by such help" (Cazden, 1992, p. 111). The purpose of the instructional interventions described in this section is to provide essential structures or frameworks so that students can make sense of new concepts, relationships, and learning experiences. Students are provided with models of appropriate methods for solving problems or explaining relationships, are supported amply during the stages of the learning process, and are provided with adequate practice. Examples are selected so students see the whole range of situations for which a concept is relevant or the wide range of uses of a strategy.

Explicit instruction is an important technique in special education. It provides explicit frameworks for students with disabilities to use as they write or study or engage in group activities. The explicit frameworks offer a shared language that teachers and students can use as they engage in cognitive activities and as they work with one another (Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994). The ultimate rationale is that by immersion in a learning environment that is rich in clear, explicit discussions of relationships, and full of a systematic use of relevant examples, students increasingly make linkage on their own.

The principles of explicit instruction, described in table III-6, were adapted from Carnine, Jones, and Dixon (1994), and Gersten, Carnine, and Woodward (1987). Because instructional design research continues to evolve, and the principles shift from one academic domain to another, no one set of principles is exact.

Table III-6
Principles of Explicit Instruction

- Providing students with an adequate range of examples to exemplify a concept or problem-solving strategy;
- Providing models of proficient performance, including step-by-step strategies (at times) or broad, generic questions and guidelines that focus attention and prompt deep processing;
- Providing experiences where students explain how and why they make decisions;
- Providing frequent feedback on quality of performance and support so that students persist in activities; and
- Providing adequate practice and activities that are interesting and engaging.

An Example of Explicit Instruction: Preventing Reading Failure in the Early Grades

Recent research by O'Connor, Notari-Syverson, and Vadasy (1996) has addressed prevention of reading failure in a fashion consistent with the instructional design principles.

Students spend time each day engaged in series of *phonemic* activities (i.e., activities that build students' knowledge of letter sounds, their understanding that words are composed of such sounds, practice in composing sounds into real words, and breaking real words into component sounds). Increasingly, research suggests that students must develop phonemic awareness in order to become readers. Though some students develop this awareness on their own, it often does not occur for students with disabilities.

The activities that served as the basis of the reading interventions can be thought of as more systematic components of activities that teachers always have done with kindergartners. Two examples are using Dr. Seuss books to introduce the concept of rhyming and focusing children's attention on the first letter sound of common words. What distinguishes the instructional activities of O'Connor et al. (1996) is adherence to several key instructional design principles. The first is related to the instructional design principles of example selection (Carnine, 1994). Students begin with easy, clear instances of these principles and then move on to more subtle and difficult examples. In addition, they receive adequate numbers of examples each day, so that even students with erratic attention spans and weak memories still grasp the principles. The second is that the new principles and skills are practiced and reviewed so that they become automatic for students. This is particularly important when teaching phonemic skills (O'Connor et al., 1996). Student engagement is increased by the variety of activities, the game-like nature of many of the activities, and the fact the students are asked to do most of the work.

Advances in Cognitive Strategy Instruction

A major technique adopted by many educators who use explicit instruction has been cognitive strategy instruction. In the words of Harris and Pressley (1991, p. 395), "Strategy instruction provides students with their culture's best kept secrets about how to obtain academic success." It teaches strategies many students either would not discover at all or would discover only after a great deal of frustration and failure. These strategies, some relatively complex, others seemingly quite simple, are typically derived from observations of how competent students perform these tasks. The goal is to provide students a structure or a series of steps they can use to help them distinguish important from less important material (to be reminded of how others organize themselves and their resources to complete the task successfully). These strategies can be applied to a variety of academic areas, including expressive writing, reading comprehension, mathematical problem solving, and scientific reasoning.

Typically, students are first taught a plan of action to utilize when pursuing a cognitive goal. In the second, most extensive phase of instruction, students must learn to use the plan proficiently. Students receive feedback from their teachers or peers and learn from watching fellow students how to utilize the same plan of action.

Another critical aspect of cognitive strategy instruction is the development of *routine*, or the virtually automatic use of strategies. Concurrently, teachers attempt to build a sense of "ownership" by the students. In other words, students are encouraged to make minor shifts in the strategy, to streamline it, and to expand on facets of interest. Teachers convey a sense that there is not one precise method but that methods can and should be evaluated and discussed.

Metacognitive knowledge is "an understanding of where and how to use it" (Harris & Pressley, 1991, p. 398). Metacognitive knowledge develops from observing the efficacy of the strategy through repeated use of learned strategies. Through this lengthy process of learning and using strategies, the individual modifies them, and ultimately invents new strategies based on the old. The goal of strategy instruction is to help students understand when and how to apply a particular strategy. This is very important for students with learning disabilities because this is precisely the domain in which they have the most problems--learning how to apply what they know to novel situations.

In the following sections, a number of research-based examples of cognitive strategies are presented.

Procedural Facilitators: A Means to Deep Processing of Text

Procedural facilitators (or procedural prompts) are a series of questions that teachers use on a daily basis with a group of adolescents with reading disabilities to promote deep processing and understanding. The questions are structured, but the students are allowed great latitude in their approaches to them.

Procedural facilitators for reading comprehension are both cognitive (examples 1 and 2) and metacognitive (examples 3 and 4). As shown in table III-7, they encourage students to link what they read in the text to their background knowledge (example 2). In addition, each student's perspective is continually valued (example 5).

Table III-7
Examples of Procedural Prompts for Reading Comprehension

1. "How does _________ affect _____?"
2. "What is a new example of _____?"
3. "What do you find most difficult in the passage you just read?"
4. "How can you try to figure this out?"
5. "Tell me what you learned from reading this. . .what were the main points, the most interesting things?"

Adapted from Anderson and Roit (1993).

During reading class, for example, the teacher would clarify that each student's responses to the questions in table III-7 are likely to be different from each other as well as different from those of the teacher. In this way, the students' "images are personal" (Harris & Pressley, 1991, p. 396). However, students need to be able to discuss and justify their decisions. This discussion led to the type of *deep processing* that promotes comprehension.

Story Grammar

Another commonly used cognitive strategy, *story grammar*, is an example of what researchers call a text structure. Research by anthropologists has found that when people tell stories, their narratives follow certain set patterns. These patterns are called *story grammars*. To increase students' understanding of the stories they read, they are explicitly taught the elements of story grammar and asked to apply them to subsequent stories. Table III-8 contains a sample story grammar adapted from Harris & Pressley (1991).

Table III-8
Example of Story Grammar Questions

1. Who is the main character? Who else is in the story?
2. When does the story take place?
3. Where does the story take place?
4. What does the main character want to do?
5. What happens when he or she tries to do it?
6. How does the story end?
7. How does the main character feel?

Adapted from Harris & Pressley (1991).

Whereas proficient readers usually assimilate key elements as they read, some students with disabilities fail to do so. By systematically teaching these elements, students can begin to grasp the essential elements of literary analysis. The teacher and the class can "work through" how the elements fit together and how they lead to a potential theme. The story grammar elements provide a common language so that teachers can help students organize what they have read. It also provides them with a means to discern what is important and what is not as important; in other words, a means to prioritize. This strategy has been shown to enhance the comprehension of short stories by students with learning disabilities (Gurney, Gersten, Dimino, & Carnine, 1990; Harris & Pressley, 1991).

Think Sheets To Promote Effective Writing

Several cognitive strategies use "text structures" for factual (expository) material. Like story grammar, text structures have been used to increase comprehension and promote expressive writing in history and science. For example, the *compare-contrast* text structure has been used successfully to assist some students with disabilities in the elementary grades in "getting started" in the writing process (Englert et al., 1992).

A *problem-solution-effect* text structure is another example of a cognitive strategy which has been used successfully as a basis for teaching American history to students with learning disabilities (Harniss et al., 1994; Kinder & Bursick, 1993). Using this text structure, students view historical events as problems facing groups of people. They learn to articulate the problems, the attempts a nation or group of people took to attempt to solve their problems, and then evaluate the success or failure. Students are encouraged to view this event from multiple perspectives. In other words, they may view the American Revolution from both the colonists' and the British perspective or analyze the Russian Revolution from the perspectives of a factory worker and a landlord.

Learning Through Experience: Research on Anchored Instruction

Numerous researchers have used advances in cognitive science research to design an innovative instructional approach called anchored instruction. Anchored instruction is described as follows: "situating or anchoring instruction involves recreating some of the advantages of the informal learning environments like those that occur in. . .apprenticeships. . .These permit sustained exploration by students and teachers (that). . .enable them to see and understand how information and knowledge can be used as tools for real-world problem-solving" (Cognition and Technology Group at Vanderbilt Learning Technology Center, 1993, p. 121).

This section describes research projects that show promise for enhancing engagement of students with disabilities in learning, motivation, and genuine understanding of abstract concepts. These studies address several learning problems that many students with disabilities experience. The first is the issue of enhancing students' *intrinsic* motivation--their ability to expend adequate intellectual energy in learning activities. The second is retention and transfer. As previously noted, students with disabilities often have great difficulty remembering what they have previously learned and using it in novel situations.

Applying Principles From Science and Mathematics to Real World Problems

There are several possible methods for increasing retention and enhancing transfer of skills learned. Two recently conducted research studies that have several features in common are described below. In both cases, the researchers first taught students the essential academic concepts explicitly and then engaged them in a strategy called authentic problem solving. In one case, the concepts were from biology, in the other from mathematics.

In the first study (Hollingsworth & Woodward, 1993), students were given an array of scenarios or health profiles of individuals and asked to describe what their problems were and what steps should be taken to prevent serious health problems. Often these problems involved prioritization (e.g., weighing the importance of cutting down on smoking versus increasing exercise to reduce the risk of cancer). Students were provided with a series of procedural facilitators to help them with the problem-solving process. The students with disabilities not only performed well on these problem-solving exercises but also remembered the core biology information significantly better than the students taught with more traditional methods.

Similarly, in mathematics, Bottge and Hasselbring (1993) found that by providing students with "anchored instruction," that is, an array of real-world problems in which they could practice and expand upon their knowledge of mathematical operations involving fractions, students were able to transfer their problem-solving abilities to new situations. In this study, the students applied their knowledge of fractions as they learned how to build a kite frame from a plan and a materials list, with only a limited amount of money with which to purchase materials. The instructor used a series of procedural prompts to help support the students when they experienced difficulties.

Increasing Student Engagement in Learning Through Peer Tutoring

The importance of students' active engagement in learning and its relationship to increased achievement in areas such as reading and mathematics have long been known. Recent longitudinal research (McKinney & Osborne, 1993) has demonstrated that regardless of current levels of academic performance, the ability to persist on academic tasks was a key predictor of how well and how much students learn in school. In the past decade, major initiatives have attempted to train teachers in methods that increased students' engagement in learning. However, educators now realize that engagement often increases dramatically when teachers break out of the lecture-recitation mode and use peers to teach others (Greenwood et al., 1992) or to work collaboratively on academic projects.

Classwide peer tutoring techniques are based on direct observations of student performance in the classroom by special education researchers, such as Greenwood and colleagues at the University of Kansas (1992). This body of observational research consistently demonstrated that some students with disabilities were rarely engaged in academic activity in general education classrooms. Delquadri, Greenwood, Whorton, Carta, and Hall (1986) describe a typical special education student in a fourth grade class, whom we will call Juwan.

When first observed, Juwan was engaged in reading for only 8 of the 60 minutes of the reading period. He ". . .was seldom called on by the teacher to read or answer questions, instead the child passively watched the teacher provide instruction" (p. 536). However, with intensive instruction from a reading specialist, Juwan's academic engagement dramatically quadrupled. His growth in oral reading grew at a corresponding rate, tripling his oral reading accuracy rate.

Juwan's progress underscored the importance of academic engagement for students' academic growth. However, Greenwood and his colleagues (1992) realized that intensive one-on-one instruction was not always possible for the large number of students in need of assistance--nor was it necessarily always desirable. So they began to experiment with the concept of students working with each other on many of the activities that students normally work on individually. For example, students were asked to practice reading to each other, to answer questions for one another, and to provide feedback for each other. Over 40 studies conducted in classrooms across the country have demonstrated that use of classwide peer tutoring can dramatically increase the amount of time students with learning disabilities spend engaged in learning. The data also indicate strong and significant growth in achievement among students who had previously experienced difficulty learning.

The effect on students with disabilities was, initially, examined in a series of controlled experimental studies. The approach was then refined and expanded to include a wide range of academic areas and age groups. Although ongoing data collection and recordkeeping were crucial to earlier research, current approaches place much less emphasis on these. Similarly, contemporary approaches allow teachers to use a wide range of implementation strategies. In a sense, the original concept of peer tutoring has been adapted to "fit" the realities of various learning situations. In addition, it is important to note that the improvement experienced by students with disabilities in classes that used peer tutoring is roughly equivalent to that made by their nondisabled peers (Mathes et al., 1994).

In summary, the advantages of classwide peer tutoring include increased engagement in reading and mathematics, opportunities to share information with and provide feedback to peers in a private fashion, and opportunities to build the fluency in and familiarity with the core basic skills essential for comprehension or problem solving.

Summary

During the past decade, significant advances have been made in instructional design and teaching strategies that enhance the access of students with disabilities to complex concepts. Innovative instructional research has been shaped by many sources, including advances in cognitive science, classroom observational research, and descriptive studies of the learning characteristics of students with disabilities.

Building on well-established instructional design principles, many of which were developed initially in the 1970s and 1980s, special education for many students with disabilities has shifted from a primarily remedial emphasis to a more balanced approach that includes systematic development of reading and mathematics proficiency simultaneously with instruction involving abstract concepts. Students are provided an array of explicit strategies for learning, as well as explicit presentations of relationships among conceptual ideas and themes. Invariably, there is a system or logic to the instruction. As a result, students have opportunities to see numerous examples of the strategy or numerous instances of the concept, can verbalize their understanding, and can receive feedback on their responses. In addition, educators increasingly understand the benefits of structuring classrooms so that students are actively engaged in learning with their peers as well as thoughtfully engaged in learning with their teachers.

As research continues to provide information about these principles of instructional design and teaching, innovative interventions and approaches are, in the words of Harris and Pressley (1991), "unlocking the secrets" of learning for many students with disabilities. These advances are supporting the development of abilities in expressive writing, mathematical problem solving, and other higher order intellectual processes that help prepare students with disabilities for lifelong learning and achievement.

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Advances in Technology for Special Education[1]

Remarkable progress has been made during the past 10 years in using technology to meet the needs of students with disabilities. Research projects in this field have primarily been funded through the U.S. Department of Education, OSEP. Researchers in special education and software developers have demonstrated that technology can dramatically improve the quality of a student's life and allow access to more complex learning environments. Challenges once considered daunting now are surmountable for many students with disabilities, and technology is allowing them to become more productive workers and active, independent learners. A comprehensive analysis and discussion of these trends has been recently described in a historical review of technology research in special education over the past decade.[2] What follows are some of the highlights of that report.

Technology Use for Students with Severe Cognitive and Physical Disabilities

Some of the most striking examples of how technology has enhanced the lives of students with disabilities during the past decade include the ways researchers have customized technology to meet the needs of students with severe cognitive and physical disabilities. At times, the solutions to the everyday problems that confront these students are seemingly obvious and "low tech" in nature.

Specially designed everyday items such as pencils, scissors, and silverware--all technologies at one level--are examples of these types of solutions. These solutions, which all require time to design and manufacture the implements and a commitment to train the student in their use, can result in considerable independence for young learners.

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[1] This module reports on work conducted by John Woodward at the School of Education at the University of Puget Sound. The research described in this report was funded through OSERS, public school districts, and the Microsoft Corporation.

[2] Woodward, J. & Rieth, H. (submitted for publication). An historical review of technology research in special education. *Review of Educational Research.*

Other students require more novel solutions, and researchers have found ways to apply technologies which were until only recently available to corporations and the military. Voice recognition and word prediction systems, virtual reality, and expert systems have all rapidly declined in cost over the past 10 years and have become widely available for a variety of purposes.

Researchers at Utah State University (Hofmeister et al., 1994), for example, have developed an expert system program that can help service providers such as teachers and school counselors identify solutions for a wide range of student behaviors. The system allows teachers to access in-depth descriptions of problems such as teeth grinding or self-injurious behavior in persons with moderate retardation and can also present them with research-based remediation programs tailored to the teacher's skill level (i.e., the teacher's capacity to deliver the recommended program of instruction). Because it adjusts its output to the teacher's skill level, the expert system does not recommend remedies the teacher cannot implement.

In the past, teachers or care providers addressing a student's behavior problem would have to investigate it in any one of a number of complex manuals and then search the professional literature for appropriate interventions. This process was time-consuming and often ineffective. The expert system program developed by the Utah researchers has dramatically reduced the time required to identify appropriate interventions and has been able to offer a significant level of professional development at the same time.

Researchers at the University of Delaware (Brown & Cavalier, 1992) have used voice recognition systems for individuals with severe disabilities as a way of enhancing communication. Although voice recognition has commonly been used as an alternative to keyboard input for desktop

Figure III-5
Example of the Use of Voice Recognition Systems

Sue is a individual with profound mental retardation and cerebral palsy. Given her condition, what appears to us as "the simple things in life" are of profound importance to her. She enjoys watching home movies on a TV mounted above her bed, images of her sister showing off her new car, her mother giving the family dogs a bath, and her little nephew dancing in the kitchen. She recognizes the figures, and with sounds nearly unintelligible to most people, she calls them by name and laughs with glee.

Recently, Sue has learned how to control these images and communicate with other devices in her environment through a simple application of a voice recognition system. By learning some basic commands, Sue was able to control a variety of appliances such as a VCR, an audiocassette player which reads the pages of her favorite storybooks, her massage pad which she often lies on, and a radio tuned to her favorite country western music station.

This is a marked change from life in her residential facility where most adults had abandoned virtually any effort to engage her in meaningful activities because they had no sense of her needs. Since the voice recognition system was installed, care providers have noticed a significant change in her behavior. She's more alert and animated. The staff even feels that she can do more on her own, and partly as a result of these changes, she has moved to a less restrictive environment near her family.

computers, it can also be used to control everyday appliances. By training students with severe disabilities to produce a limited number of commands in a consistent manner, they can gain greater control over their surroundings, as demonstrated by the example in figure III-5.

Applications of virtual reality and word prediction systems offer even more remarkable examples of how technology can fundamentally change a student's day-to-day experiences, leading to greater success and independence.

Research conducted at the Oregon Research Institute (Inman, 1996) in Eugene, Oregon, shows how students with cerebral palsy can learn to navigate wheelchairs in a safe "staging ground" of narrow corridors, desks and chairs, and crowded sidewalks contained in a virtual environment before attempting to navigate them through the real world. The potential for using virtual reality to teach students with physical disabilities how to perform common tasks safely while they receive a considerable level of practice and feedback from an assistant is immense.

Word prediction programs enable mainstreamed students with physical disabilities to complete ordinary tasks such as writing. In one study recently conducted by researchers at the University of Oregon (Todis, in press), a fifth-grade girl with cerebral palsy used a word prediction program to complete daily assignments that were once almost impossible for her to do. Before she started using the word prediction program, the student was only able to use one finger to type assignments on the laptop computer attached to her wheelchair, and she found it very difficult to finish her assignments on time. Now that she uses the word prediction program, she can type the beginning letters of a word and the computer will generate a list of words that use those letters. The girl can then choose the appropriate word rather than laboriously typing it out. This feature of the word prediction program has allowed her to complete assignments on a timely basis.

Technology Use for Students with Mild Disabilities

Providing adequate instruction for students with learning disabilities has become one of the central challenges to public education over the past decade. Increasingly, these students are taught in a variety of learning environments and spend the majority of their day in their general education classrooms. For these students (as well as those with attention deficit disorders, behavior disorders, and mild mental retardation), acquiring basic skills at the same rate as their peers who do not have disabilities is a perpetual problem.

During the past 10 years, a number of ways have been found to design or modify software programs so that students with disabilities can learn basic skills more readily. For example, an important skill any student must have before he or she can study any advanced level of mathematics is a mastery of math facts. The number of students in middle schools who still do not know their multiplication tables is a common lament in the media. A large part of the problem is that students are often overwhelmed with the number of facts they must learn at any one time. Because they must memorize 100 separate facts in a short period of time, students rely on finger counting, guessing, or they simply give up.

In response, special education technology researchers at Vanderbilt University in Tennessee (Hasselbring, Goin, & Bransford, 1988) created a drill and practice program that carefully pretests students on what they already know and then gradually introduces a small set of facts for instruction. Once the student masters the first set, new facts are introduced along with a random but limited number of old facts. Microcomputers are well-suited to this kind of instructional management, and they provide the consistency and controlled practice--not to mention the time--that usually is not available in the classroom. This program is now available as a commercial product. Other researchers have conducted similar work in vocabulary instruction (Johnson, Gersten, & Carnine, 1987) as well as basic skills practice on fractions, decimals, and ratios, using microcomputer and videodisc programs (Moore & Carnine, 1989). The students using these programs show significant gains in the acquisition of basic skills.

Reading is one of the most difficult academic skills for many students with disabilities. Early research at Florida State University (Jones, Torgesen, & Sexton, 1987; Torgesen, Waters, Cohen, & Torgesen, 1988) indicated that the different presentational features of the microcomputer--text, sound, and graphic animation or pictures--could be used effectively to teach students with learning disabilities how to read or "decode" words. Later efforts showed that using a microcomputer to read words back to students through a speech synthesis program was a particularly promising way to enhance beginning reading instruction.

Work in the early 1990s showed that microcomputer instruction could also be an effective medium for helping students understand or comprehend textbooks. Understanding these texts has always been a particularly crucial issue for students who struggled with the large amount of information and challenging vocabulary so often found in social studies and science texts.

Through widely available commercial programs like *Hypercard*™ from Apple Computers, researchers at the University of Las Vegas, Nevada (Higgins & Boone, 1990, 1991), can make traditional printed text more "dynamic" for students with learning disabilities. Programs like *Hypercard*™ allow the user to click buttons or boldface text, link directly to other text or graphic information, and display it. This idea is widely used today as millions of Americans scan the Internet with user-friendly browsers that allow them to jump from one source of information to the next. By using a *Hypercard*™ version of the traditional text, a student can click on the word "monument," for example, and a definition of the word or a picture of a monument like the Jefferson Memorial appears on the screen. Appropriate definitions or pictures that are based on the context in which the word appears can be added. Similar efforts that use flexible software authoring programs like *Hypercard*™ to modify traditional texts have been developed by researchers at the University of Maryland (MacArthur & Haynes, 1995).

When students reach middle school and high school, they are expected to complete assignments that are increasingly sophisticated in nature. Students are expected to write brief papers that interpret short stories or important historical events. They must also be able explain mathematical concepts, particularly as they appear in the context of everyday events. To be able to complete these types of assignments and begin to acquire the level of literacy required in an information society, students must have mastered basic skills such as math facts, how to spell or decode words, and how to write complete sentences.

Multimedia methods of instruction for middle school students with learning disabilities on historical topics, such as the Civil War, the American Revolution, and the Industrial Revolution, have also been developed at the University of Delaware (Ferretti & Okolo, 1996; Okolo & Ferretti, in press). These students often have difficulty learning from traditional textbooks, which often present historical topics in a superficial and highly descriptive manner. Students with learning disabilities are easily overwhelmed by the large number of names, facts, and dates cited in traditional textbooks. However, many students with learning disabilities are visual learners. Therefore, multimedia presentations such as those just described allow the student to grasp information more easily and at a deeper level.

The researchers taught students with learning disabilities how to collect information on American history topics from a variety of sources, such as CD ROMs, Internet files, audiovisual presentations, and other sources that use different vocabularies or visual presentation strategies that are easier to read and comprehend. The students learn to use user-friendly, commercially available software for personal computers to organize their various source materials into a multimedia presentation that contains written text and visual images. For example, students compose a multimedia presentation based on an interpretation of or argument for the various causes of the Civil War. The special education researchers felt that teaching students to synthesize information and construct defensible arguments, rather than just restate facts presented in the textbooks, is of critical importance, because doing so generates greater student interest, increases motivation, and provides the opportunity to develop higher-order thinking skills.

In an effort to teach secondary students with learning disabilities the kinds of skills and knowledge needed in the workplace, researchers at the University of Puget Sound in Washington (Woodward & Baxter, 1997) have designed an integrative approach to teaching mathematics and writing. The project teaches students how to collect and analyze data, communicate effectively both orally and in brief written communications, and work with others in small groups or teams.

The mathematics instruction teaches the students to understand concepts such as fractions, percents, ratios, and their applications in everyday settings (e.g., the students may operate a mock business). Moreover, students learn to use calculators and spreadsheets--two widely used technological tools in the workplace--to solve problems. Students communicate their findings orally, and in one-page reports that often contain data and charts. Students use the program Microsoft *Works*™ to do much of the work, and Microsoft Corporation provides support for the project and helps disseminate curricular products.

Summary

Technology-based research and development projects funded by OSERS during the past decade have helped a wide range of students with disabilities achieve better educational results and more independence. Researchers have been able to tailor specialized applications of common as well as novel technologies to meet the unique needs of students with severe disabilities. Their solutions have resulted in increased mobility and independence, enhanced communication, and improved capacity to participate in regular classrooms.

For the larger number of students with disabilities such as learning disabilities, attention deficit disorder, behavior disorders, and mild mental retardation, advances in technology-based instruction have helped these students master basic skills and develop higher-order thinking skills. Technology can provide the time and the appropriate level of practice that enables students with disabilities to develop higher skill levels in spelling, beginning reading, or math facts, which many students have difficulty mastering. Students can also use various technologies to help them solve problems and to complete complex assignments. In the future, as more innovative technologies, particularly multimedia tools, become commercially available, research on using technology to teach students with disabilities may influence the way educators think about using technology in education for all students.

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Modules

1. *The Part H Longitudinal Study (PHLS)*
2. *Secondary School Completion*

SECTION IV

RESULTS

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The Part H Longitudinal Study (PHLS)

The Individuals with Disabilities Education Act (IDEA) affirms society's commitment that all students with disabilities have the right to a free appropriate public education. Part H of IDEA assists States to provide systems of intervention and family support services to enhance the development of infants and toddlers with disabilities and to enhance the capacity of families to meet the needs of their infants and toddlers. These national programs have defined a comprehensive approach to promote the development and quality of life of infants, children, youth, and adults with disabilities through individualized programs of services.

Now that these programs are in place, policy makers, advocates, and others are interested in learning about their effects. For example, the National Longitudinal Transition Study of Special Education Students (NLTS) has provided data on educational results for youth with disabilities. Now, 10 years after the inception of Part H, the Office of Special Education Programs (OSEP) is sponsoring the Part H Longitudinal Study (PHLS).

Background

When Congress passed Part H, it established a national policy of assisting States to develop early intervention systems for infants and toddlers with disabilities (children from birth through age 2). The statute requires all States participating in Part H to develop and implement a statewide system of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all eligible infants and toddlers with disabilities and their families. In the years following passage of the legislation, State and local agencies engaged in a variety of activities in an attempt to enhance and improve existing services to conform to the vision and the requirements of Part H. The PHLS will gather information about how these practices are influencing children and families served by the Part H service system.

The PHLS will examine the characteristics of infants and toddlers and families participating in Part H, the services they receive, and the results they experience. The PHLS will gather data on such questions as:

- At what ages do infants and toddlers enter Part H services? What services do children and families receive?
- What proportion of infants and toddlers who participate in early intervention services receive special education and related services at age 3?
- What are the costs associated with early intervention?

To address these types of questions, the PHLS will gather longitudinal data about how children with disabilities function, how their families change as their children age, and how services support child functioning and family change. While the PHLS will provide invaluable information to audiences at many levels of the Part H service system, its primary purpose is to provide nationally representative data about Part H participants, services, and results that can be used for future policy development and evaluation. A more in-depth understanding of the children and families served by Part H, the results of the services they receive, and the costs of the services is needed so that informed public policies regarding infants and toddlers with disabilities and their families can be formulated.

The Vision of Part H and the Need for the PHLS

Part H is a Federal program with four equally important purposes. They are:

(a) Develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families;

(b) Facilitate the coordination of payment for early intervention services from Federal, State, local, and private sources (including public and private insurance coverage);

(c) Enhance the States' capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to infants and toddlers with disabilities and their families; and

(d) Enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of historically underrepresented populations, particularly minority, low-income, inner-city, and rural populations (34 CFR 303.1).

All States are now participating in Part H.

A critical issue of interest to policy makers is whether Part H is achieving its intended effect. Part H was intended to bring about changes in four areas: at the State level, in local delivery systems, in the quality of services provided to children and their families, and in the production of positive effects on children and their families.

Changes at the State level. Part H was intended to create change in States' policies and the infrastructure for administering early intervention. For example, Part H requires States to designate a lead agency, form an Interagency Coordinating Council (ICC) to advise the lead agency, and develop personnel standards, as well as fulfill several other requirements.

Local service delivery systems. Many of the national policies established for Part H have also been adopted at the local level. Local services are coordinated among agencies. Procedures for identifying potentially eligible infants and toddlers, as well as procedures for making the general public and referral sources aware of the availability of early intervention services, are carried out at the local level. Also, local systems are reaching out to historically underrepresented groups.

Improve quality of services. Part H also was intended to improve the quality of services provided to children and families. For example, services are to be provided in accordance with an individualized family service plan (IFSP). Services are to be family-focused and provided in the natural environment, including the home and community settings in which children without disabilities participate.

Positive effects on children and their families. Part H was designed to have positive effects on infants and toddlers with disabilities and their families. Services are to be provided that will enhance development, minimize potential for developmental delay, and improve the family's capacity to meet the needs of their child.

States were given some flexibility in designing their Part H systems in order to incorporate their existing systems and services. States were also given the option to decide which agency within the State would best meet their needs as the lead agency for the Part H program. One aspect of understanding the results experienced by children and families who receive early intervention services is understanding how early intervention is provided at the State and local levels.

Goals of Part H: Impact on Service Systems

Recent research indicates that States have implemented Part H in many different ways (Garwood & Sheehan, 1989; Gallagher, Harbin, Eckland, & Clifford, 1994). However, little information exists on how these variations may be affecting the quality of service delivery and the impact of services on children and families. Some of the potentially significant ways in which States' implementation of Part H may differ include:

- Differences in the organization and the level and responsibilities of agencies involved in the early intervention system.

- The wide diversity of circumstances families may live in, as well as the variety of resources available to children with disabilities and their families.
- The diverse backgrounds, traditions, and approaches of the variety of professions involved in providing early intervention services.
- The history of early intervention service provision in each State, including the type and number of agencies that have provided services to this population.
- The different levels and stages of agency readiness, willingness, and financial capacity to implement the Part H program.

Goals of Part H: Child and Family Results

Bailey and Wolery (1992), in a review of the professional literature on early intervention, have suggested seven specific goals of early intervention, as listed below.

- Support families in achieving the goals they have for themselves and their children.
- Promote children's active engagement, independence, and mastery of the environment.
- Promote progress in key developmental domains.
- Build and support children's social competence.
- Promote the generalized use of skills in a variety of relevant settings.
- Provide and prepare children for normalized life experiences.
- Prevent the emergence of future problems or disabilities.

These goals and the congressional statement of purpose serve as guidelines that can be used to help identify indicators of program impact on both children and families.

A review of the major Part H goals indicates that the expected results associated with the program focus on preventing developmental delay and promoting the child's and family's adaptation. Most research on the effects of early intervention to date has investigated results related to disability, such as developmental status or social skills. These are critical results and will be included in the PHLS, but other results need to be examined as well. The specific child characteristics and results to be examined by the PHLS include:

- the type of disability,
- functioning within specific developmental domains (cognitive, communication, motor, self-help skills), and
- child engagement.

To measure family results, the PHLS will gather data on families framed in a direct and functional way. The following four critical result domains for families in early intervention have been identified.

- The family's capacity to meet the special needs of their infant or toddler with a disability.
- Parent perceptions of their needs and the extent to which they were met by Part H services.
- Parent perceptions of their internal and external support systems.
- The quality of life perceived by families.

In January 1996, OSEP funded SRI International, in conjunction with the Frank Porter Graham Child Development Center (FPG), the Research Triangle Institute (RTI), and the American Institutes for Research (AIR), to conduct the

PHLS. Year 1 of PHLS involved a design phase during which many options were explored and many choices were made about the final study design, the sample, and the areas to be measured. A national panel of advisors reviewed the study design and provided feedback. In Years 2 through 5 of the PHLS, the design will be implemented.

Study Design

Overview of Study Design

The PHLS is a longitudinal study of a nationally representative sample of children and families who are participating in early intervention services through Part H. The research questions posed for the study are both descriptive and explanatory. The design of the PHLS is based on a conceptual framework that identifies three key focal areas of study and their interrelationships: the characteristics of the children and families served under Part H, Part H services, and the results achieved by children and families who receive services. Specifically, the questions that are the primary focus of PHLS are:

- Who are the children and families being served by Part H?
- What early intervention services do participating children and families receive?
- What results do participating children and their families experience?
- How do results relate to variations in child and family characteristics and services received?

A sampling approach has been designed that will yield a nationally representative sample of 3,300 children from 3 to 5 counties in each of 20 States across the United States. The final sample of 20 States will be adequate to represent the key dimensions of Part H variation at the State level. Such State-to-State variations include the number of children served, geographic dispersion and population size, eligibility definition, administrative variations (e.g., lead agency designation), and numbers of underrepresented populations served.

Data will be collected about the infants and toddlers and their families from parents (or legal guardians) via repeated telephone surveys. The surveys will begin when the families enter Part H services and will continue until the child is 5 years old. In addition to measuring child and family characteristics and results, data will be gathered from service providers about the early intervention services provided, including their costs, via a written survey. The goal of the written survey will be to provide data that can be used to better understand associations between services and results. The data analysis strategy involves using both descriptive statistics and multivariate analyses to examine the types of children and families in Part H, the services they receive, and the relationships between child and family results and Part H services.

Summary

During the past decade, various legislative programs, such as IDEA Parts B and H, have defined a comprehensive approach to promoting the development and quality of life of infants, children, youth, and adults with disabilities. Now, policy makers, advocates, and others are interested in learning about the effects of these efforts. OSEP is sponsoring the PHLS to provide data on the results for infants and toddlers and their families who receive services under IDEA, Part H.

The PHLS will examine the characteristics of a nationally representative sample of infants and toddlers and their families who participate in Part H, the services they receive, and the outcomes they experience. Data will be collected from parents or legal guardians and from service providers. The data will be analyzed using both descriptive statistics and multivariate analyses. The primary purpose of PHLS will be to provide nationally representative data about Part H participants, services, and outcomes that can be used for future policy development and evaluation.

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Secondary School Completion

Secondary school completion is an important indicator of individual student accomplishment. A high school diploma is evidence of a student's academic achievement and perseverance. Completion rates also provide evidence of the extent to which schools engage students in the educational process and, as such, are a measure of institutional performance.

Students who do not graduate from high school usually experience lower rates of employment, lower incomes, and higher rates of incarceration. In addition, research has shown that students with disabilities complete secondary school at lower rates than their peers without disabilities. The reasons students with disabilities have lower completion rates are unclear, and it is likely that several different factors are involved. OSEP is sponsoring activities to study and address this problem.

Current Trends in High School Completion Rates of Students with Disabilities

Students with disabilities may complete high school in one of two ways. They may receive a standard diploma, identical to the one awarded to students without disabilities, or they may receive a modified diploma, certificate of completion, or other credential documenting their program completion.

As a group, students with disabilities are less likely to complete high school than their nondisabled peers (Butler-Nalin & Padilla, 1989; Edgar, 1987; Wagner et al., 1991). In a comparison of high school completion status for youth ages 15 to 20 with and without disabilities, Wagner et al. (1991) found that of those youth with disabilities who left school in a 2-year period, 57.1 percent had graduated. In contrast, 75.6 percent of those without disabilities had graduated. When controlling for demographic differences between youths with and without disabilities (e.g., gender, income, race/ethnicity), the graduation rates were 57.1 percent and 68.4 percent, respectively.[1]

Students who do not complete high school are more likely to be unemployed (Hepburn & White, 1990; Rumberger, 1987), are less likely to be employed full time (William T. Grant Foundation in Wagner et al., 1991), and comprise a disproportionate percentage of the nation's prison population (Strother, 1986; William T. Grant Foundation in Wagner et al., 1991). Students who drop out limit their individual opportunity, increase demand for social services, and lower the overall tax base (Catterall, 1985). In recent years, the number of high-paying manufacturing jobs that do not require workers to have a high school diploma has declined sharply. At the same time, the number of service industry jobs has increased. Service industry jobs are perceived as demanding higher levels of education and skills, making secondary school completion more critical for individual and community economic performance (Hepburn & White, 1990; Rumberger, 1987).

There are many different ways to calculate graduation rates for students with disabilities. This section presents data on graduation rates using two of those methods. OSEP collects data on students ages 14-21 graduating from high school with a diploma or certificate of completion. However, because very few 14-, 15-, and 16-year-olds graduate from high school, it may not be appropriate to calculate graduation rates based on the percentage of students age 14 to 21 graduating from high school. Instead, the graduation rates are calculated based on a 17 to 21 age range.

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[1] Because special education students are more likely than the general population to be male, from low-income families, and from racial/ethnic minority groups, this analysis reweights the general education responses to make the two populations demographically similar, therefore controlling for the demographic differences.

Based on the total number of students with disabilities ages 17-21,[2] the percentage of students with disabilities graduating with a diploma or certificate increased slightly from 27.9 percent in 1993-94 to 28.4 percent in 1994-95.

A second way to calculate the high school graduation rate is to divide the number of students with disabilities ages 17 to 21 graduating with a diploma or certificate of completion by the number of students graduating with a diploma, graduating with a certificate, reaching the maximum age, or dropping out of school. This provides the proportion of students leaving high school who completed their program of study. The 1994-95 completion rate using this method of calculation was 71.8 percent.

The graduation rate for students without disabilities has remained steady for several years despite the increased proportion of secondary school students from minority and disadvantaged backgrounds, who historically have had the lowest rate of high school completion. (In fact, the high school graduation rates of African Americans are now equal to or close to those of whites, which have remained steady (National Education Goals Panel, 1994; Rumberger, 1987).)

It is quite common for dropouts to resume their secondary education or obtain a General Education Development (GED) diploma by passing an examination. However, youth with disabilities who drop out are far less likely than their nondisabled peers to re-enroll in secondary school or pursue a GED (Sebring et al., 1987; Wagner et al., 1992). Wagner et al. (1992) found that only 3 percent of youth with disabilities had obtained a diploma or certificate of completion 3 to 5 years after dropping out of secondary school.

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[2] These secondary school completion figures are generated by dividing the number of students with disabilities ages 17 to 21 receiving a diploma or certificate of completion by the total number of students with disabilities ages 17 to 21. Figures reported by Wagner et al. are calculated by dividing the number of graduates ages 15 to 20 by the total number of exiters. Because the denominator (exiters) is much smaller in Wagner's analysis, the reported graduation rate is higher.

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Strategies Schools Can Adopt To Improve Completion Rates of Students with Disabilities

What can schools do to improve the chances that students with disabilities will complete school? Although schools may not be able to address students' socioeconomic circumstances, there are school-related factors that also affect student retention that they can address. For example, research shows that students with disabilities who took occupationally oriented vocational education were less likely to drop out of school than students who did not take vocational training, independent of other factors. This type of training may make secondary school more relevant for students who do not plan to attend college (Wagner et al., 1991).

Students with disabilities who received help from a tutor, reader, or interpreter, or received personal counseling, also had a lower probability of dropping out than peers who did not receive these services. The individualized attention provided by a tutor or counselor may provide a mechanism for building student affiliation with a school (Wagner et al., 1991).

Dropout prevention projects have identified effective strategies for helping students stay in school. These include monitoring student behavior, building relationships, promoting affiliation, teaching problem solving, and exhibiting persistence. The projects found that school personnel should monitor the occurrence of risk behaviors and measure the effects of interventions designed to reduce those behaviors. To foster trust between students and school personnel and show students that the school cares about their educational experience, school personnel should build relationships with students. Affiliation is the student's connection to the school and the feeling that they belong to the school community. It can be promoted by involving students in school activities. The projects found that it was critical to teach students problem-solving skills in order to reduce risk factors and to keep students in school. Persistence, continuity, and consistency were necessary tools for retaining students. To prevent students from dropping out, personnel consistently stressed the importance of school and concern for the student's education. They worked with students even after they were repeatedly truant or had dropped out and sent a clear, consistent message that school is important (Thurlow et al., 1995).

OSEP Initiatives To Improve High School Completion Rates

From 1990 to 1995, OSEP funded three projects to develop, refine, and evaluate dropout prevention and intervention strategies for youth with learning and emotional/behavioral disabilities. The three projects: ALAS (Achievement for Latinos through Academic Success), Belief Academy, and Check & Connect were based in Los Angeles, Seattle, and Minneapolis, respectively. The three projects were known as the ABC Dropout Prevention & Intervention Strategies. They documented results for students at-risk for dropping out of school, implemented school-based interventions, encouraged home-school collaboration, and fostered community involvement.

Students who participated in the ABC projects were more likely than students in comparison groups to stay in school. They failed fewer classes, earned more secondary-school credits toward graduation, were less likely to have high rates of absenteeism, and exhibited better in-school behavior. Longer term studies are needed to document the high school completion status of students who participated in the projects.

The projects produced and distributed several manuals that practitioners can use when designing and implementing their own dropout prevention projects, including:

- Staying in School: Strategies for Middle School Students with Learning and Emotional Disabilities;
- Relationship Building and Affiliation Activities in School-Based Dropout Prevention Programs;

- PACT Manual: Parent and Community Teams for School Success;
- Tip the Balance: Policies and Practices That Influence School Engagement for Youth at High Risk for Dropping Out; and
- Keeping Kids in School: Using Check and Connect for Dropout Prevention.

Summary

While the percentage of students completing high school has remained steady for all students, the percentage of students with disabilities completing high school has increased slightly in the past few years. This is especially noteworthy because research shows that fewer dropouts with disabilities return to school for a diploma or GED. Some educational services, such as tutoring, counseling, and enrollment in occupational courses, appear to reduce dropout rates for students with disabilities. OSEP has funded three projects for youth with learning and behavioral problems who are at risk of dropping out.

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APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (1995-96), placement (1994-95), personnel (1994-95), and exiting (1994-95). Data on infants and toddlers served in accord with IDEA, Part H are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in pre-kindergarten through 12th grade, and State grant awards under IDEA are provided.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group

During the 1995-96 School Year

STATE	AGE GROUP 3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	8,594	42,334	42,106	84,440	5,232	98,266
ALASKA	2,015	8,406	6,552	14,958	631	17,604
ARIZONA	7,893	36,684	28,579	65,263	2,965	76,121
ARKANSAS	7,520	21,238	22,786	44,024	2,336	53,880
CALIFORNIA	54,795	272,693	216,475	489,168	21,707	565,670
COLORADO	7,153	30,920	28,866	59,786	2,911	69,850
CONNECTICUT	7,359	33,705	31,707	65,412	3,455	76,226
DELAWARE	1,905	7,608	5,417	13,025	694	15,624
DISTRICT OF COLUMBIA	387	2,565	3,516	6,081	590	7,058
FLORIDA	27,080	153,113	117,965	271,078	12,026	310,184
GEORGIA	13,314	69,117	48,047	117,164	4,564	135,042
HAWAII	1,306	7,453	6,724	14,177	546	16,029
IDAHO	3,091	11,603	8,386	19,989	746	23,826
ILLINOIS	24,967	118,364	102,284	220,648	10,290	255,905
INDIANA	12,261	65,413	50,216	115,629	6,072	133,962
IOWA	5,837	28,719	28,429	57,148	3,262	66,247
KANSAS	6,135	24,996	20,408	45,404	2,063	53,602
KENTUCKY	14,683	36,831	28,166	64,997	3,209	82,889
LOUISIANA	9,588	37,892	38,851	76,743	4,728	91,059
MAINE	3,553	14,065	12,891	26,956	1,363	31,872
MARYLAND	9,486	47,422	40,067	87,489	3,888	100,863
MASSACHUSETTS	14,241	69,337	65,789	135,126	7,829	157,196
MICHIGAN	18,241	86,885	74,626	161,511	9,016	188,768
MINNESOTA	10,781	43,848	39,849	83,697	3,833	98,311
MISSISSIPPI	6,607	30,701	26,698	57,399	2,798	66,804
MISSOURI	8,395	56,180	51,583	107,763	5,249	121,407
MONTANA	1,766	8,434	7,400	15,834	764	18,364
NEBRASKA	3,312	19,294	15,166	34,460	1,536	39,308
NEVADA	3,166	13,473	10,673	24,146	890	28,202
NEW HAMPSHIRE	2,165	10,701	11,126	21,827	1,158	25,150
NEW JERSEY	16,639	95,023	76,528	171,551	8,872	197,062
NEW MEXICO	4,563	20,955	20,301	41,256	1,759	47,578
NEW YORK	48,536	158,300	164,844	323,144	23,161	394,841
NORTH CAROLINA	16,671	74,605	51,189	125,794	4,613	147,078
NORTH DAKOTA	1,169	5,543	5,024	10,567	619	12,355
OHIO	18,204	105,823	91,418	197,241	12,084	227,529
OKLAHOMA	5,312	32,927	30,234	63,161	3,255	71,728
OREGON	6,097	31,726	24,612	56,338	2,587	65,022
PENNSYLVANIA	20,586	91,028	88,206	179,234	11,109	210,929
PUERTO RICO	3,545	16,577	19,091	35,668	3,224	42,437
RHODE ISLAND	2,333	11,440	10,021	21,461	1,278	25,072
SOUTH CAROLINA	10,319	43,323	29,767	73,090	3,113	86,522
SOUTH DAKOTA	2,176	7,637	5,066	12,703	633	15,512
TENNESSEE	10,151	57,378	52,603	109,981	6,329	126,461
TEXAS	32,262	197,604	189,238	386,842	22,439	441,543
UTAH	4,861	25,565	20,121	45,686	1,916	52,463
VERMONT	1,215	4,597	4,921	9,518	513	11,246
VIRGINIA	13,284	66,320	56,068	122,388	6,087	141,759
WASHINGTON	12,565	50,413	39,412	89,825	4,500	106,890
WEST VIRGINIA	4,842	21,253	18,024	39,277	2,368	46,487
WISCONSIN	13,545	45,650	42,340	87,990	4,878	106,413
WYOMING	1,556	5,746	4,744	10,490	503	12,549
AMERICAN SAMOA	53	123	174	297	10	360
GUAM	187	762	798	1,560	119	1,866
NORTHERN MARIANAS	36	105	121	226	25	287
PALAU	5	59	50	109	1	115
VIRGIN ISLANDS	133	585	861	1,446	127	1,706
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	548,441	2,581,061	2,237,124	4,818,185	252,473	5,619,099
50 STATES, D.C. & P.R.	548,027	2,579,427	2,235,120	4,814,547	252,191	5,614,765

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	89,672	38,271	16,316	24,408	5,468
ALASKA	15,589	9,827	3,142	676	748
ARIZONA	68,228	40,363	12,166	6,205	4,579
ARKANSAS	46,360	22,133	7,607	11,785	427
CALIFORNIA	510,875	310,638	110,230	28,706	18,020
COLORADO	62,697	33,585	10,246	3,038	8,491
CONNECTICUT	68,867	35,644	11,378	3,801	11,179
DELAWARE	13,719	8,735	1,481	1,828	717
DISTRICT OF COLUMBIA	6,671	3,828	487	1,169	800
FLORIDA	283,104	133,397	70,158	33,788	33,882
GEORGIA	121,728	39,112	26,199	26,934	22,245
HAWAII	14,723	7,521	2,406	2,096	1,443
IDAHO	20,735	12,211	3,378	2,838	561
ILLINOIS	230,938	116,646	51,311	24,684	27,875
INDIANA	121,701	51,634	34,632	20,409	8,557
IOWA	60,410	28,521	8,006	12,564	8,154
KANSAS	47,467	20,605	10,655	5,965	4,736
KENTUCKY	68,206	21,824	18,480	18,201	4,737
LOUISIANA	81,471	37,098	16,176	12,745	5,965
MAINE	28,319	12,650	6,472	1,335	4,352
MARYLAND	91,377	43,372	24,809	6,035	6,675
MASSACHUSETTS	142,955	87,370	22,011	13,889	12,244
MICHIGAN	170,527	82,117	35,387	20,353	17,022
MINNESOTA	87,530	37,835	14,850	10,266	16,772
MISSISSIPPI	60,197	30,901	18,523	7,851	297
MISSOURI	113,012	61,442	23,466	12,348	9,530
MONTANA	16,598	9,473	3,336	1,136	1,126
NEBRASKA	35,996	15,442	9,084	5,450	2,833
NEVADA	25,036	16,076	4,414	1,563	1,368
NEW HAMPSHIRE	22,985	12,148	4,915	941	2,050
NEW JERSEY	180,423	100,017	46,376	4,539	13,576
NEW MEXICO	43,015	25,329	9,100	2,062	3,343
NEW YORK	346,305	202,423	42,476	17,177	44,286
NORTH CAROLINA	130,407	56,054	26,319	25,734	9,554
NORTH DAKOTA	11,186	5,537	3,058	1,267	688
OHIO	209,325	79,315	49,603	48,531	11,681
OKLAHOMA	66,416	35,668	13,802	10,433	2,568
OREGON	58,925	30,696	13,122	4,228	3,592
PENNSYLVANIA	190,343	95,995	39,528	27,323	17,607
PUERTO RICO	38,892	16,573	3,278	13,848	883
RHODE ISLAND	22,739	13,922	4,264	1,058	1,933
SOUTH CAROLINA	76,203	32,673	18,340	16,114	5,121
SOUTH DAKOTA	13,336	6,697	3,345	1,559	606
TENNESSEE	116,310	58,667	25,589	15,371	3,526
TEXAS	409,281	246,840	64,135	24,202	33,893
UTAH	47,602	26,776	8,178	3,430	4,849
VERMONT	10,031	4,491	1,692	1,385	1,486
VIRGINIA	128,475	65,594	25,388	14,271	11,793
WASHINGTON	94,325	43,737	15,817	8,054	5,508
WEST VIRGINIA	41,645	19,024	11,011	7,840	1,987
WISCONSIN	92,868	42,900	16,656	12,329	15,921
WYOMING	10,993	5,657	2,793	644	896
AMERICAN SAMOA	307	235	6	33	1
GUAM	1,679	1,230	151	135	10
NORTHERN MARIANAS	251	145	9	37	2
PALAU	110	79	6	4	1
VIRGIN ISLANDS	1,573	538	178	693	53
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	5,070,658	2,597,231	1,025,941	585,308	438,217
50 STATES, D.C. & P.R.	5,066,738	2,595,004	1,025,591	584,406	438,150

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,322	976	537	1,476	408
ALASKA	428	201	80	324	49
ARIZONA	1,341	1,249	748	677	469
ARKANSAS	823	579	152	2,349	183
CALIFORNIA	5,333	8,643	10,253	11,710	3,453
COLORADO	2,755	1,030	2,942	0	318
CONNECTICUT	1,695	749	225	3,204	509
DELAWARE	0	181	496	0	114
DISTRICT OF COLUMBIA	8	41	86	135	27
FLORIDA	0	2,559	4,614	2,138	992
GEORGIA	0	1,286	805	3,936	512
HAWAII	228	309	148	385	69
IDAHO	382	317	133	603	84
ILLINOIS	0	2,982	2,592	2,630	1,109
INDIANA	827	1,460	979	1,183	726
IOWA	516	849	1,078	8	203
KANSAS	1,541	570	499	2,154	213
KENTUCKY	1,387	760	426	1,602	433
LOUISIANA	933	1,447	1,289	4,507	475
MAINE	1,868	279	97	967	100
MARYLAND	4,594	1,233	518	3,038	370
MASSACHUSETTS	2,584	1,346	867	1,149	598
MICHIGAN	2,344	2,712	8,000	0	830
MINNESOTA	0	1,685	1,380	3,525	377
MISSISSIPPI	392	571	1,216	0	214
MISSOURI	640	1,114	700	2,499	367
MONTANA	484	211	64	535	72
NEBRASKA	418	584	505	1,227	218
NEVADA	391	325	215	459	98
NEW HAMPSHIRE	337	257	161	1,994	117
NEW JERSEY	11,916	1,320	639	666	334
NEW MEXICO	929	453	441	920	189
NEW YORK	16,166	4,938	2,622	10,952	1,460
NORTH CAROLINA	1,440	1,966	982	6,283	589
NORTH DAKOTA	0	99	125	249	52
OHIO	11,217	2,431	2,274	2,942	984
OKLAHOMA	1,457	710	373	753	294
OREGON	0	1,500	1,071	2,174	549
PENNSYLVANIA	1,385	2,884	1,234	455	1,345
PUERTO RICO	1,237	792	549	789	545
RHODE ISLAND	199	190	149	834	70
SOUTH CAROLINA	402	992	763	1,163	388
SOUTH DAKOTA	493	156	112	203	55
TENNESSEE	1,827	1,295	1,163	7,260	937
TEXAS	3,313	5,450	5,004	21,523	2,081
UTAH	1,406	767	185	631	347
VERMONT	88	147	77	548	34
VIRGINIA	3,751	1,239	772	4,148	500
WASHINGTON	3,237	2,387	1,050	13,778	339
WEST VIRGINIA	0	377	219	754	199
WISCONSIN	0	1,232	1,397	1,383	389
WYOMING	0	164	152	532	56
AMERICAN SAMOA	13	10	1	2	3
GUAM	46	30	20	34	14
NORTHERN MARIANAS	34	8	6	5	1
PALAU	6	4	4	1	3
VIRGIN ISLANDS	23	24	11	23	20
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	94,156	68,070	63,200	133,419	25,484
50 STATES, D.C. & P.R.	94,034	67,994	63,158	133,354	25,443

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	300	8	182
ALASKA	53	9	52
ARIZONA	326	68	37
ARKANSAS	204	17	101
CALIFORNIA	3,064	166	659
COLORADO	80	66	146
CONNECTICUT	399	24	60
DELAWARE	135	32	0
DISTRICT OF COLUMBIA	72	12	6
FLORIDA	1,393	30	153
GEORGIA	498	9	192
HAWAII	84	3	31
IDAHO	107	10	111
ILLINOIS	793	35	281
INDIANA	932	63	299
IOWA	315	44	152
KANSAS	237	19	273
KENTUCKY	216	9	131
LOUISIANA	637	14	185
MAINE	119	8	72
MARYLAND	515	26	192
MASSACHUSETTS	562	49	286
MICHIGAN	1,762	0	0
MINNESOTA	664	21	155
MISSISSIPPI	162	15	55
MISSOURI	594	72	240
MONTANA	73	31	57
NEBRASKA	107	3	125
NEVADA	84	2	41
NEW HAMPSHIRE	39	5	21
NEW JERSEY	959	41	40
NEW MEXICO	90	5	154
NEW YORK	3,113	37	655
NORTH CAROLINA	1,234	17	235
NORTH DAKOTA	45	45	21
OHIO	202	16	129
OKLAHOMA	205	28	125
OREGON	1,735	24	234
PENNSYLVANIA	1,215	9	1,363
PUERTO RICO	337	33	28
RHODE ISLAND	74	4	42
SOUTH CAROLINA	188	18	41
SOUTH DAKOTA	66	4	40
TENNESSEE	465	17	193
TEXAS	2,421	56	363
UTAH	173	69	791
VERMONT	53	1	29
VIRGINIA	838	0	181
WASHINGTON	263	24	131
WEST VIRGINIA	130	24	80
WISCONSIN	452	10	199
WYOMING	29	0	70
AMERICAN SAMOA	0	3	0
GUAM	5	1	3
NORTHERN MARIANAS	3	1	0
PALAU	0	2	0
VIRGIN ISLANDS	6	3	1
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	28,827	1,362	9,443
50 STATES, D.C. & P.R.	28,813	1,352	9,439

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	42,334	13,832	15,446	8,393	2,065
ALASKA	8,406	4,445	2,790	310	224
ARIZONA	36,684	18,515	11,208	2,815	1,676
ARKANSAS	21,238	7,361	6,973	4,366	135
CALIFORNIA	272,693	138,040	94,985	12,192	4,986
COLORADO	30,920	14,513	8,334	1,125	3,001
CONNECTICUT	33,705	15,999	9,554	1,486	2,930
DELAWARE	7,608	4,636	1,392	814	225
DISTRICT OF COLUMBIA	2,565	1,321	392	390	252
FLORIDA	153,113	57,279	61,395	15,056	13,378
GEORGIA	69,117	18,736	24,379	11,394	10,528
HAWAII	7,453	3,270	2,141	921	438
IDAHO	11,603	6,255	3,062	1,190	185
ILLINOIS	118,364	49,269	46,144	10,073	7,852
INDIANA	65,413	18,255	32,348	8,726	2,796
IOWA	28,719	11,604	7,207	5,701	2,744
KANSAS	24,996	8,327	9,853	2,475	1,535
KENTUCKY	36,831	7,838	17,312	7,259	1,732
LOUISIANA	37,892	11,926	14,303	4,990	1,843
MAINE	14,065	5,030	5,159	466	1,607
MARYLAND	47,422	17,225	19,889	2,668	2,041
MASSACHUSETTS	69,337	39,620	16,571	5,427	4,390
MICHIGAN	86,885	33,012	31,684	8,542	5,754
MINNESOTA	43,848	17,078	12,936	4,182	5,538
MISSISSIPPI	30,701	9,946	17,267	2,240	98
MISSOURI	56,180	23,946	20,495	5,039	3,429
MONTANA	8,434	3,958	3,055	480	294
NEBRASKA	19,294	6,751	7,495	2,303	1,120
NEVADA	13,473	7,428	4,050	670	464
NEW HAMPSHIRE	10,701	4,829	3,436	322	550
NEW JERSEY	95,023	40,754	42,297	1,487	2,507
NEW MEXICO	20,955	10,687	6,733	753	1,097
NEW YORK	158,300	80,356	35,883	6,015	14,640
NORTH CAROLINA	74,605	27,254	24,934	11,741	3,879
NORTH DAKOTA	5,543	1,984	2,518	499	216
OHIO	105,823	29,035	45,191	19,440	3,536
OKLAHOMA	32,927	13,228	12,657	4,137	911
OREGON	31,726	14,010	10,972	1,594	1,379
PENNSYLVANIA	91,028	34,392	36,007	10,597	5,058
PUERTO RICO	16,577	6,797	2,852	4,313	464
RHODE ISLAND	11,440	6,084	3,572	426	540
SOUTH CAROLINA	43,323	15,060	17,516	6,727	1,938
SOUTH DAKOTA	7,637	3,070	3,157	632	225
TENNESSEE	57,378	22,258	21,957	5,653	945
TEXAS	197,604	98,003	58,804	9,234	11,215
UTAH	25,565	12,719	7,236	1,355	2,173
VERMONT	4,597	1,845	1,176	573	479
VIRGINIA	66,320	26,711	23,076	5,468	3,740
WASHINGTON	50,413	18,956	14,804	3,737	2,103
WEST VIRGINIA	21,253	6,538	10,291	2,930	560
WISCONSIN	45,650	17,816	14,559	5,363	5,170
WYOMING	5,746	2,354	2,372	247	262
AMERICAN SAMOA	123	98	6	9	0
GUAM	762	511	136	45	2
NORTHERN MARIANAS	105	53	8	10	0
PALAU	59	42	5	1	1
VIRGIN ISLANDS	585	181	144	176	20
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,581,061	1,071,040	910,118	235,177	146,870
50 STATES, D.C. & P.R.	2,579,427	1,070,155	909,819	234,936	146,847

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	624	427	317	785	180
ALASKA	208	112	52	168	31
ARIZONA	627	619	414	346	225
ARKANSAS	429	282	90	1,324	82
CALIFORNIA	2,364	4,270	5,451	6,565	1,616
COLORADO	1,382	532	1,775	0	135
CONNECTICUT	859	358	136	1,319	248
DELAWARE	0	91	306	0	54
DISTRICT OF COLUMBIA	0	24	47	80	9
FLORIDA	0	1,239	2,607	736	450
GEORGIA	0	626	481	2,305	248
HAWAII	115	155	77	239	25
IDAHO	199	166	72	317	50
ILLINOIS	0	1,440	1,400	1,059	507
INDIANA	389	683	570	638	329
IOWA	194	382	551	5	84
KANSAS	674	242	325	1,197	109
KENTUCKY	664	314	225	1,068	196
LOUISIANA	396	626	703	2,433	209
MAINE	973	129	51	496	44
MARYLAND	2,244	603	319	1,841	178
MASSACHUSETTS	971	610	500	539	305
MICHIGAN	1,140	1,337	4,069	0	388
MINNESOTA	0	858	723	1,893	169
MISSISSIPPI	132	244	561	0	90
MISSOURI	368	497	380	1,387	174
MONTANA	212	89	37	199	27
NEBRASKA	179	295	300	655	94
NEVADA	203	166	117	260	42
NEW HAMPSHIRE	166	135	97	1,072	59
NEW JERSEY	5,991	620	336	230	158
NEW MEXICO	476	232	235	545	92
NEW YORK	8,583	2,202	1,669	6,359	679
NORTH CAROLINA	681	924	547	3,497	287
NORTH DAKOTA	0	43	80	129	23
OHIO	4,872	1,085	1,153	865	454
OKLAHOMA	697	324	223	400	150
OREGON	0	698	557	1,064	275
PENNSYLVANIA	641	1,419	607	282	640
PUERTO RICO	539	394	301	457	259
RHODE ISLAND	111	90	94	416	37
SOUTH CAROLINA	155	472	407	755	163
SOUTH DAKOTA	237	75	57	98	25
TENNESSEE	770	558	588	3,863	454
TEXAS	1,420	2,596	2,643	11,166	944
UTAH	496	367	97	298	156
VERMONT	36	70	36	323	13
VIRGINIA	3,090	597	457	2,381	222
WASHINGTON	1,355	1,289	619	7,169	130
WEST VIRGINIA	0	151	129	440	95
WISCONSIN	0	581	850	751	181
WYOMING	0	89	91	266	26
AMERICAN SAMOA	6	3	1	0	0
GUAM	20	14	8	15	7
NORTHERN MARIANAS	18	5	5	2	1
PALAU	4	1	2	0	1
VIRGIN ISLANDS	12	12	7	13	11
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	45,922	32,462	34,552	71,210	11,840
50 STATES, D.C. & P.R.	45,862	32,427	34,529	71,180	11,820

Please see data notes for an explanation of individual State differences.

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Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	192	2	71
ALASKA	42	4	20
ARIZONA	197	28	14
ARKANSAS	153	9	34
CALIFORNIA	1,930	63	231
COLORADO	41	30	52
CONNECTICUT	278	14	24
DELAWARE	75	15	0
DISTRICT OF COLUMBIA	42	5	3
FLORIDA	888	15	70
GEORGIA	330	4	86
HAWAII	62	0	10
IDAHO	61	4	42
ILLINOIS	489	11	120
INDIANA	541	23	115
IOWA	171	19	57
KANSAS	152	6	101
KENTUCKY	164	2	57
LOUISIANA	380	5	78
MAINE	87	1	22
MARYLAND	331	11	72
MASSACHUSETTS	305	15	84
MICHIGAN	959	0	0
MINNESOTA	408	9	54
MISSISSIPPI	100	5	18
MISSOURI	353	24	88
MONTANA	51	13	19
NEBRASKA	60	0	42
NEVADA	57	0	16
NEW HAMPSHIRE	30	2	3
NEW JERSEY	609	22	12
NEW MEXICO	51	2	52
NEW YORK	1,632	11	271
NORTH CAROLINA	753	8	100
NORTH DAKOTA	26	20	5
OHIO	147	8	37
OKLAHOMA	140	12	48
OREGON	1,072	5	100
PENNSYLVANIA	840	3	542
PUERTO RICO	177	8	16
RHODE ISLAND	51	0	19
SOUTH CAROLINA	110	6	14
SOUTH DAKOTA	41	3	17
TENNESSEE	246	11	75
TEXAS	1,425	19	135
UTAH	96	28	544
VERMONT	36	0	10
VIRGINIA	509	0	69
WASHINGTON	188	11	52
WEST VIRGINIA	75	10	34
WISCONSIN	298	4	77
WYOMING	15	0	24
AMERICAN SAMOA	0	0	0
GUAM	3	0	1
NORTHERN MARIANAS	3	0	0
PALAU	0	2	0
VIRGIN ISLANDS	6	2	1
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	17,478	534	3,858
50 STATES, D.C. & P.R.	17,466	530	3,856

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	42,106	22,088	842	13,756	3,202
ALASKA	6,552	4,982	340	278	486
ARIZONA	28,579	20,277	936	2,686	2,674
ARKANSAS	22,786	13,414	617	6,645	275
CALIFORNIA	216,475	160,998	14,531	11,949	11,687
COLORADO	28,866	17,529	1,844	1,538	5,103
CONNECTICUT	31,707	18,012	1,760	1,812	7,356
DELAWARE	5,417	3,734	88	862	374
DISTRICT OF COLUMBIA	3,516	2,246	91	581	468
FLORIDA	117,965	70,157	8,490	15,430	18,792
GEORGIA	48,047	19,034	1,799	13,226	11,152
HAWAII	6,724	4,011	261	1,020	931
IDAHO	8,386	5,578	307	1,407	353
ILLINOIS	102,284	62,642	5,032	11,641	18,253
INDIANA	50,216	30,108	2,249	9,794	5,370
IOWA	28,429	15,393	755	5,842	4,983
KANSAS	20,408	11,257	791	2,969	2,985
KENTUCKY	28,166	12,688	1,157	9,492	2,873
LOUISIANA	38,851	22,734	1,794	6,364	3,884
MAINE	12,891	6,942	1,234	701	2,509
MARYLAND	40,067	24,302	4,706	2,672	4,222
MASSACHUSETTS	65,789	44,004	5,074	6,766	6,828
MICHIGAN	74,626	44,884	3,619	9,224	10,433
MINNESOTA	39,849	19,473	1,865	4,579	10,576
MISSISSIPPI	26,698	19,086	1,223	4,942	187
MISSOURI	51,583	34,180	2,898	6,095	5,767
MONTANA	7,400	5,033	266	536	786
NEBRASKA	15,166	8,031	1,541	2,634	1,598
NEVADA	10,673	8,112	360	704	847
NEW HAMPSHIRE	11,126	6,650	1,389	485	1,365
NEW JERSEY	76,528	54,230	3,883	2,160	9,690
NEW MEXICO	20,301	13,641	2,206	1,030	2,126
NEW YORK	164,844	108,451	6,352	8,124	26,595
NORTH CAROLINA	51,189	26,914	1,352	12,206	5,415
NORTH DAKOTA	5,024	3,216	517	591	430
OHIO	91,418	45,185	4,346	25,444	7,566
OKLAHOMA	30,234	20,386	1,129	5,531	1,560
OREGON	24,612	15,508	2,034	1,971	2,042
PENNSYLVANIA	88,206	55,773	3,429	13,652	11,353
PUERTO RICO	19,091	8,996	398	7,659	379
RHODE ISLAND	10,021	7,073	659	479	1,157
SOUTH CAROLINA	29,767	16,336	797	8,009	3,008
SOUTH DAKOTA	5,066	3,319	180	737	359
TENNESSEE	52,603	32,935	3,432	8,065	2,409
TEXAS	189,238	134,629	5,172	11,176	21,057
UTAH	20,121	13,298	924	1,563	2,525
VERMONT	4,921	2,447	486	668	924
VIRGINIA	56,068	35,729	2,259	7,163	7,336
WASHINGTON	39,412	22,551	999	3,465	3,169
WEST VIRGINIA	18,024	11,113	705	4,128	1,323
WISCONSIN	42,340	22,818	2,011	5,605	9,857
WYOMING	4,744	3,034	384	297	588
AMERICAN SAMOA	174	133	0	18	1
GUAM	798	641	15	62	5
NORTHERN MARIANAS	121	74	1	25	2
PALAU	50	37	0	3	0
VIRGIN ISLANDS	861	321	33	447	25
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	2,237,124	1,396,367	111,562	286,908	267,220
50 STATES, D.C. & P.R.	2,235,120	1,395,161	111,513	286,353	267,187

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	542	459	191	639	200
ALASKA	168	78	25	138	17
ARIZONA	531	558	283	291	205
ARKANSAS	336	258	57	982	92
CALIFORNIA	2,112	3,869	3,817	4,702	1,577
COLORADO	1,046	439	1,074	0	162
CONNECTICUT	689	337	83	1,307	223
DELAWARE	0	79	167	0	57
DISTRICT OF COLUMBIA	8	12	31	38	12
FLORIDA	0	1,146	1,739	1,265	471
GEORGIA	0	573	268	1,545	229
HAWAII	91	139	61	135	38
IDAHO	150	133	55	269	31
ILLINOIS	0	1,375	997	1,407	537
INDIANA	276	701	363	505	353
IOWA	245	411	485	3	98
KANSAS	747	283	153	905	90
KENTUCKY	578	376	176	509	211
LOUISIANA	394	733	506	1,930	222
MAINE	770	134	43	434	48
MARYLAND	1,842	555	182	1,142	174
MASSACHUSETTS	1,115	623	308	479	248
MICHIGAN	816	1,195	3,515	0	382
MINNESOTA	0	746	581	1,525	188
MISSISSIPPI	199	281	579	0	110
MISSOURI	222	549	276	1,055	172
MONTANA	224	109	23	315	42
NEBRASKA	172	252	187	525	113
NEVADA	130	148	91	187	49
NEW HAMPSHIRE	133	109	55	859	55
NEW JERSEY	4,870	589	264	395	154
NEW MEXICO	377	192	186	347	85
NEW YORK	5,814	2,289	843	4,318	682
NORTH CAROLINA	567	956	381	2,633	264
NORTH DAKOTA	0	46	41	107	27
OHIO	4,332	1,164	974	1,823	465
OKLAHOMA	568	338	133	323	126
OREGON	0	701	411	1,028	239
PENNSYLVANIA	530	1,278	476	162	603
PUERTO RICO	459	330	199	283	253
RHODE ISLAND	75	84	45	380	28
SOUTH CAROLINA	191	447	312	386	192
SOUTH DAKOTA	194	63	48	102	24
TENNESSEE	786	644	484	3,163	428
TEXAS	1,350	2,421	2,035	9,431	980
UTAH	591	354	73	313	174
VERMONT	36	65	34	211	19
VIRGINIA	485	553	274	1,673	247
WASHINGTON	1,421	985	381	6,126	185
WEST VIRGINIA	0	201	77	299	89
WISCONSIN	0	601	480	570	175
WYOMING	0	69	52	242	24
AMERICAN SAMOA	7	7	0	2	3
GUAM	22	15	10	18	6
NORTHERN MARIANAS	11	3	1	3	0
PALAU	2	3	2	1	2
VIRGIN ISLANDS	9	8	1	7	9
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	36,233	31,066	24,588	57,437	11,889
50 STATES, D.C. & P.R.	36,182	31,030	24,574	57,406	11,869

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	92	3	92
ALASKA	10	5	25
ARIZONA	94	27	17
ARKANSAS	44	6	60
CALIFORNIA	824	57	352
COLORADO	26	31	74
CONNECTICUT	92	6	30
DELAWARE	42	14	0
DISTRICT OF COLUMBIA	21	5	3
FLORIDA	394	10	71
GEORGIA	135	2	84
HAWAII	16	2	19
IDAHO	40	5	58
ILLINOIS	254	15	131
INDIANA	317	29	151
IOWA	125	16	73
KANSAS	77	8	143
KENTUCKY	43	6	57
LOUISIANA	196	8	86
MAINE	25	7	44
MARYLAND	154	10	106
MASSACHUSETTS	171	28	145
MICHIGAN	558	0	0
MINNESOTA	221	10	85
MISSISSIPPI	54	8	29
MISSOURI	204	36	129
MONTANA	16	15	35
NEBRASKA	41	3	69
NEVADA	22	2	21
NEW HAMPSHIRE	7	3	16
NEW JERSEY	258	14	21
NEW MEXICO	28	3	80
NEW YORK	1,047	21	308
NORTH CAROLINA	379	8	114
NORTH DAKOTA	16	23	10
OHIO	44	5	70
OKLAHOMA	62	16	62
OREGON	553	16	109
PENNSYLVANIA	316	5	629
PUERTO RICO	110	16	9
RHODE ISLAND	16	4	21
SOUTH CAROLINA	58	8	23
SOUTH DAKOTA	21	1	18
TENNESSEE	161	5	91
TEXAS	787	21	179
UTAH	56	35	215
VERMONT	16	0	15
VIRGINIA	255	0	94
WASHINGTON	62	8	60
WEST VIRGINIA	44	9	36
WISCONSIN	123	6	94
WYOMING	13	0	41
AMERICAN SAMOA	0	3	0
GUAM	1	1	2
NORTHERN MARIANAS	0	1	0
PALAU	0	0	0
VIRGIN ISLANDS	0	1	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	8,741	607	4,506
50 STATES, D.C. & P.R.	8,740	601	4,504

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability

During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	5,232	2,351	28	2,259	201
ALASKA	631	400	12	88	38
ARIZONA	2,965	1,571	22	704	229
ARKANSAS	2,336	1,358	17	774	17
CALIFORNIA	21,707	11,600	714	4,565	1,347
COLORADO	2,911	1,543	68	375	387
CONNECTICUT	3,455	1,633	64	503	893
DELAWARE	694	365	1	152	118
DISTRICT OF COLUMBIA	590	261	4	198	80
FLORIDA	12,026	5,961	273	3,302	1,712
GEORGIA	4,564	1,342	21	2,314	565
HAWAII	546	240	4	155	74
IDAHO	746	378	9	241	23
ILLINOIS	10,290	4,735	135	2,970	1,770
INDIANA	6,072	3,271	35	1,889	391
IOWA	3,262	1,524	44	1,021	427
KANSAS	2,063	1,021	11	521	216
KENTUCKY	3,209	1,298	11	1,450	132
LOUISIANA	4,728	2,438	79	1,391	238
MAINE	1,363	678	79	168	236
MARYLAND	3,888	1,845	214	695	412
MASSACHUSETTS	7,829	3,746	366	1,696	1,026
MICHIGAN	9,016	4,221	84	2,587	835
MINNESOTA	3,833	1,284	49	1,505	658
MISSISSIPPI	2,798	1,869	33	669	12
MISSOURI	5,249	3,316	73	1,214	334
MONTANA	764	482	15	120	46
NEBRASKA	1,536	660	48	513	115
NEVADA	890	536	4	189	57
NEW HAMPSHIRE	1,158	669	90	134	135
NEW JERSEY	8,872	5,033	196	892	1,379
NEW MEXICO	1,759	1,001	161	279	120
NEW YORK	23,161	13,616	241	3,038	3,051
NORTH CAROLINA	4,613	1,886	33	1,787	260
NORTH DAKOTA	619	337	23	177	42
OHIO	12,084	5,095	66	3,647	579
OKLAHOMA	3,255	2,054	16	765	97
OREGON	2,587	1,178	116	663	171
PENNSYLVANIA	11,109	5,830	92	3,074	1,196
PUERTO RICO	3,224	780	28	1,876	40
RHODE ISLAND	1,278	765	33	153	236
SOUTH CAROLINA	3,113	1,277	27	1,378	175
SOUTH DAKOTA	633	308	8	190	22
TENNESSEE	6,329	3,474	200	1,653	172
TEXAS	22,439	14,208	159	3,792	1,621
UTAH	1,916	759	18	512	151
VERMONT	513	199	30	144	83
VIRGINIA	6,087	3,154	53	1,640	717
WASHINGTON	4,500	2,230	14	852	236
WEST VIRGINIA	2,368	1,373	15	782	104
WISCONSIN	4,878	2,266	86	1,361	894
WYOMING	503	269	37	100	46
AMERICAN SAMOA	10	4	0	6	0
GUAM	119	78	0	28	3
NORTHERN MARIANAS	25	18	0	2	0
PALAU	1	0	1	0	0
VIRGIN ISLANDS	127	36	1	70	8
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	252,473	129,824	4,261	63,223	24,127
50 STATES, D.C. & P.R.	252,191	129,688	4,259	63,117	24,116

Please see data notes for an explanation of individual State differences.

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Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	156	90	29	52	28
ALASKA	52	11	3	18	1
ARIZONA	183	72	51	40	39
ARKANSAS	58	39	5	43	9
CALIFORNIA	857	504	985	443	260
COLORADO	327	59	93	0	21
CONNECTICUT	147	54	6	78	38
DELAWARE	0	11	23	0	3
DISTRICT OF COLUMBIA	0	5	8	17	6
FLORIDA	0	174	268	137	71
GEORGIA	0	87	56	86	35
HAWAII	22	15	10	11	6
IDAHO	33	18	6	17	3
ILLINOIS	0	167	195	164	65
INDIANA	162	76	46	40	44
IOWA	77	56	42	0	21
KANSAS	120	45	21	52	14
KENTUCKY	145	70	25	25	26
LOUISIANA	143	88	80	144	44
MAINE	125	16	3	37	8
MARYLAND	508	75	17	55	18
MASSACHUSETTS	498	113	59	131	45
MICHIGAN	388	180	416	0	60
MINNESOTA	0	81	76	107	20
MISSISSIPPI	61	46	76	0	14
MISSOURI	50	68	44	57	21
MONTANA	48	13	4	21	3
NEBRASKA	67	37	18	47	11
NEVADA	58	11	7	12	7
NEW HAMPSHIRE	38	13	9	63	3
NEW JERSEY	1,055	111	39	41	22
NEW MEXICO	76	29	20	28	12
NEW YORK	1,769	447	110	275	99
NORTH CAROLINA	192	86	54	153	38
NORTH DAKOTA	0	10	4	13	2
OHIO	2,013	182	147	254	65
OKLAHOMA	192	48	17	30	18
OREGON	0	101	103	82	35
PENNSYLVANIA	214	187	151	11	102
PUERTO RICO	239	68	49	49	33
RHODE ISLAND	13	16	10	38	5
SOUTH CAROLINA	56	73	44	22	33
SOUTH DAKOTA	62	18	7	3	6
TENNESSEE	271	93	91	234	55
TEXAS	543	433	326	926	157
UTAH	319	46	15	20	17
VERMONT	16	12	7	14	2
VIRGINIA	176	89	41	94	31
WASHINGTON	461	113	50	483	24
WEST VIRGINIA	0	25	13	15	15
WISCONSIN	0	50	67	62	33
WYOMING	0	6	9	24	6
AMERICAN SAMOA	0	0	0	0	0
GUAM	4	1	2	1	1
NORTHERN MARIANAS	5	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	2	4	3	3	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	12,001	4,542	4,060	4,772	1,755
50 STATES, D.C. & P.R.	11,990	4,537	4,055	4,768	1,754

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	16	3	19
ALASKA	1	0	7
ARIZONA	35	13	6
ARKANSAS	7	2	7
CALIFORNIA	310	46	76
COLORADO	13	5	20
CONNECTICUT	29	4	6
DELAWARE	18	3	0
DISTRICT OF COLUMBIA	9	2	0
FLORIDA	111	5	12
GEORGIA	33	3	22
HAWAII	6	1	2
IDAHO	6	1	11
ILLINOIS	50	9	30
INDIANA	74	11	33
IOWA	19	9	22
KANSAS	8	5	29
KENTUCKY	9	1	17
LOUISIANA	61	1	21
MAINE	7	0	6
MARYLAND	30	5	14
MASSACHUSETTS	86	6	57
MICHIGAN	245	0	0
MINNESOTA	35	2	16
MISSISSIPPI	8	2	8
MISSOURI	37	12	23
MONTANA	6	3	3
NEBRASKA	6	0	14
NEVADA	5	0	4
NEW HAMPSHIRE	2	0	2
NEW JERSEY	92	5	7
NEW MEXICO	11	0	22
NEW YORK	434	5	76
NORTH CAROLINA	102	1	21
NORTH DAKOTA	3	2	6
OHIO	11	3	22
OKLAHOMA	3	0	15
OREGON	110	3	25
PENNSYLVANIA	59	1	192
PUERTO RICO	50	9	3
RHODE ISLAND	7	0	2
SOUTH CAROLINA	20	4	4
SOUTH DAKOTA	4	0	5
TENNESSEE	58	1	27
TEXAS	209	16	49
UTAH	21	6	32
VERMONT	1	1	4
VIRGINIA	74	0	18
WASHINGTON	13	5	19
WEST VIRGINIA	11	5	10
WISCONSIN	31	0	28
WYOMING	1	0	5
AMERICAN SAMOA	0	0	0
GUAM	1	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	2,608	221	1,079
50 STATES, D.C. & P.R.	2,607	221	1,079

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA6

Number of Children Served Under IDEA, Part B by Disability and Age

During the 1995-96 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	38,463	93,833	166,961	230,057	266,498
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	208,246	205,281	180,051	144,006	105,022
MENTAL RETARDATION	.	.	.	23,440	32,146	39,421	44,778	47,449
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	8,999	15,547	22,530	28,766	33,784
MULTIPLE DISABILITIES	.	.	.	8,357	7,837	7,438	7,586	7,495
HEARING IMPAIRMENTS	.	.	.	4,536	5,065	5,646	5,750	5,806
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,847	5,864	5,804	5,950	5,818
OTHER HEALTH IMPAIRMENTS	.	.	.	7,733	10,378	12,745	13,987	13,581
VISUAL IMPAIRMENTS	.	.	.	1,624	1,813	2,065	2,089	2,061
AUTISM	.	.	.	3,506	3,235	2,983	2,872	2,628
DEAF-BLINDNESS	.	.	.	94	94	102	74	76
TRAUMATIC BRAIN INJURY	.	.	.	371	544	544	999	689
ALL DISABILITIES	113,522	184,856	250,063	311,216	381,637	446,290	486,914	490,907

DISABILITY	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD
SPECIFIC LEARNING DISABILITIES	275,228	274,115	266,217	250,042	235,330	205,449	165,214	99,597
SPEECH OR LANGUAGE IMPAIRMENTS	67,512	40,329	26,608	17,453	12,102	8,828	6,242	3,048
MENTAL RETARDATION	47,943	48,989	50,891	50,273	50,394	46,526	39,835	31,147
SERIOUS EMOTIONAL DISTURBANCE	37,244	41,535	46,280	49,819	51,363	45,020	33,203	16,306
MULTIPLE DISABILITIES	7,209	6,488	6,461	6,124	6,059	5,961	5,140	4,440
HEARING IMPAIRMENTS	5,659	5,620	5,593	5,398	5,304	4,827	4,324	2,912
ORTHOPEDIC IMPAIRMENTS	5,269	4,926	4,669	4,188	4,015	3,685	3,105	2,052
OTHER HEALTH IMPAIRMENTS	12,786	11,180	10,842	10,009	9,995	8,617	6,794	3,239
VISUAL IMPAIRMENTS	2,188	2,163	2,071	1,991	2,001	1,920	1,743	992
AUTISM	2,254	1,961	1,684	1,543	1,325	1,203	1,025	958
DEAF-BLINDNESS	94	110	94	98	128	93	84	88
TRAUMATIC BRAIN INJURY	711	824	734	695	764	722	767	551
ALL DISABILITIES	464,097	438,240	422,144	397,633	378,780	332,851	267,476	165,330

DISABILITY	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	23,479	5,266	1,482	140
SPEECH OR LANGUAGE IMPAIRMENTS	844	271	98	19
MENTAL RETARDATION	16,034	10,631	5,411	2,198
SERIOUS EMOTIONAL DISTURBANCE	5,024	2,050	747	102
MULTIPLE DISABILITIES	3,314	2,654	1,593	430
HEARING IMPAIRMENTS	1,065	420	145	35
ORTHOPEDIC IMPAIRMENTS	1,030	610	368	135
OTHER HEALTH IMPAIRMENTS	974	410	149	5
VISUAL IMPAIRMENTS	430	231	102	35
AUTISM	730	562	358	196
DEAF-BLINDNESS	46	52	35	5
TRAUMATIC BRAIN INJURY	273	177	78	2
ALL DISABILITIES	53,243	23,334	10,566	3,302

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1995-96 School Year

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,099	2,371	5,124	5,743	6,575	7,084
ALASKA	394	640	981	978	1,269	1,515
ARIZONA	1,609	2,910	3,374	3,877	5,113	6,592
ARKANSAS	1,877	3,128	2,515	2,788	3,121	3,507
CALIFORNIA	11,727	20,441	22,627	28,509	37,840	47,331
COLORADO	1,444	2,715	2,994	3,223	4,142	5,153
CONNECTICUT	1,758	2,544	3,057	3,693	4,771	5,789
DELAWARE	357	689	859	1,116	1,346	1,424
DISTRICT OF COLUMBIA	20	140	227	168	262	379
FLORIDA	5,431	8,064	13,585	18,754	23,674	26,336
GEORGIA	2,256	4,405	6,653	9,189	10,763	11,987
HAWAII	290	421	595	847	1,053	1,207
IDAHO	713	1,098	1,280	1,379	1,779	2,101
ILLINOIS	4,620	8,299	12,048	15,315	18,739	21,114
INDIANA	2,202	3,925	6,134	8,658	10,715	12,332
IOWA	1,183	1,978	2,676	3,314	3,966	4,903
KANSAS	1,314	2,155	2,666	2,934	3,417	4,409
KENTUCKY	2,697	5,706	6,280	5,985	6,013	6,425
LOUISIANA	1,663	3,350	4,575	5,235	5,822	6,245
MAINE	801	1,469	1,283	1,467	1,943	2,386
MARYLAND	2,018	3,161	4,307	5,533	6,529	7,983
MASSACHUSETTS	3,200	5,570	5,471	7,998	10,405	12,239
MICHIGAN	3,864	5,906	8,471	10,479	12,032	14,988
MINNESOTA	2,389	3,890	4,502	5,107	6,130	7,379
MISSISSIPPI	768	1,700	4,139	5,702	5,548	4,907
MISSOURI	1,473	2,936	3,986	5,188	7,567	9,870
MONTANA	311	568	887	936	1,281	1,550
NEBRASKA	763	1,155	1,394	1,958	2,625	3,530
NEVADA	609	1,070	1,487	1,455	1,789	2,321
NEW HAMPSHIRE	522	761	882	973	1,340	1,756
NEW JERSEY	2,739	4,081	9,819	14,474	17,279	17,051
NEW MEXICO	1,171	1,645	1,747	2,081	2,714	3,509
NEW YORK	15,799	16,240	16,497	17,668	18,774	25,046
NORTH CAROLINA	2,979	5,335	8,357	10,558	12,191	12,730
NORTH DAKOTA	183	404	582	702	854	894
OHIO	3,240	5,080	9,884	12,620	16,393	18,812
OKLAHOMA	917	1,710	2,685	3,741	4,787	5,477
OREGON	1,417	2,213	2,467	3,072	4,299	5,631
PENNSYLVANIA	4,999	8,003	7,584	9,818	13,107	16,411
PUERTO RICO	669	1,262	1,614	1,778	2,212	2,791
RHODE ISLAND	452	790	1,091	1,375	1,852	2,028
SOUTH CAROLINA	1,348	3,200	5,771	7,038	7,790	7,866
SOUTH DAKOTA	395	733	1,048	1,161	1,261	1,410
TENNESSEE	1,384	2,904	5,863	7,686	9,155	9,877
TEXAS	5,783	10,187	16,292	21,096	27,867	33,701
UTAH	1,101	1,794	1,966	2,833	4,121	4,719
VERMONT	302	391	522	514	566	738
VIRGINIA	2,750	4,349	6,185	8,327	9,884	11,304
WASHINGTON	2,458	4,336	5,771	5,893	7,222	8,760
WEST VIRGINIA	705	1,471	2,666	3,018	3,660	3,850
WISCONSIN	2,819	4,823	5,903	6,477	6,994	7,683
WYOMING	399	580	577	626	907	1,035
AMERICAN SAMOA	17	24	12	9	9	16
GUAM	52	69	66	73	85	105
NORTHERN MARIANAS	11	15	10	7	17	17
PALAU	2	3	0	2	1	6
VIRGIN ISLANDS	59	49	25	68	67	81
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	113,522	184,856	250,063	311,216	381,637	446,290
50 STATES, D.C. & P.R.	113,381	184,696	249,950	311,057	381,458	446,065

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1995-96 School Year

ALL DISABILITIES

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	7,617	7,602	7,713	7,677	7,597	7,498
ALASKA	1,612	1,576	1,456	1,405	1,276	1,138
ARIZONA	7,077	7,339	6,686	6,376	5,788	5,178
ARKANSAS	3,766	3,994	4,062	4,021	4,162	4,062
CALIFORNIA	52,949	54,857	51,207	47,210	43,432	37,864
COLORADO	5,990	6,236	6,176	6,044	5,645	5,382
CONNECTICUT	6,570	6,749	6,133	5,865	5,683	5,521
DELAWARE	1,329	1,231	1,162	1,144	1,063	978
DISTRICT OF COLUMBIA	528	560	668	677	635	671
FLORIDA	28,393	29,182	26,774	25,067	23,581	21,606
GEORGIA	12,917	12,808	11,453	10,646	9,835	8,977
HAWAII	1,514	1,413	1,419	1,456	1,247	1,100
IDAHO	2,265	2,119	1,960	1,745	1,678	1,533
ILLINOIS	22,075	21,159	19,962	19,487	19,144	18,928
INDIANA	12,019	11,445	10,244	9,482	9,266	8,865
IOWA	5,528	5,610	5,398	5,239	5,197	5,114
KANSAS	5,071	4,803	4,362	4,056	3,896	3,553
KENTUCKY	6,552	6,280	5,576	5,125	5,340	5,067
LOUISIANA	6,463	6,947	7,180	7,203	7,335	7,167
MAINE	2,711	2,821	2,737	2,590	2,416	2,304
MARYLAND	9,098	9,603	8,676	8,155	7,771	7,069
MASSACHUSETTS	13,006	13,150	12,539	12,214	11,611	11,391
MICHIGAN	16,657	17,031	15,698	14,690	14,076	13,201
MINNESOTA	8,683	8,690	7,859	7,456	7,488	7,115
MISSISSIPPI	4,711	5,034	4,799	4,741	4,845	4,809
MISSOURI	11,206	11,630	10,719	10,251	9,845	9,281
MONTANA	1,613	1,593	1,461	1,455	1,403	1,293
NEBRASKA	3,914	3,794	3,473	3,301	3,021	2,747
NEVADA	2,657	2,729	2,522	2,381	2,137	1,943
NEW HAMPSHIRE	2,196	2,300	2,136	2,056	2,076	2,003
NEW JERSEY	16,466	15,481	14,272	13,815	13,705	13,136
NEW MEXICO	4,029	4,357	4,265	4,255	3,996	3,685
NEW YORK	31,269	32,102	33,441	29,626	28,842	28,879
NORTH CAROLINA	13,534	13,202	12,390	11,218	10,628	9,484
NORTH DAKOTA	1,069	1,082	942	935	906	914
OHIO	20,218	19,686	18,094	16,796	16,624	15,724
OKLAHOMA	6,261	6,434	6,227	5,883	5,746	5,468
OREGON	6,434	6,437	5,853	5,206	4,787	4,364
PENNSYLVANIA	18,125	17,367	16,200	15,748	15,527	15,350
PUERTO RICO	3,143	3,293	3,360	3,529	3,641	3,449
RHODE ISLAND	2,077	2,156	1,952	1,884	1,781	1,749
SOUTH CAROLINA	7,463	6,879	6,287	6,041	5,824	5,463
SOUTH DAKOTA	1,368	1,269	1,168	1,020	983	916
TENNESSEE	10,391	10,508	9,761	9,503	9,665	8,951
TEXAS	37,382	39,017	38,541	37,131	35,883	33,601
UTAH	4,871	4,572	4,449	4,110	3,993	3,577
VERMONT	925	892	962	894	942	877
VIRGINIA	12,183	12,530	12,092	11,037	10,592	9,938
WASHINGTON	9,723	9,801	9,014	8,250	7,708	7,111
WEST VIRGINIA	3,856	3,616	3,253	3,256	3,101	3,219
WISCONSIN	8,051	8,480	7,965	7,601	7,497	7,191
WYOMING	1,084	1,105	989	906	900	877
AMERICAN SAMOA	21	29	39	50	30	22
GUAM	150	173	176	169	170	133
NORTHERN MARIANAS	19	24	21	20	20	16
PALAU	15	16	19	9	15	8
VIRGIN ISLANDS	100	114	155	133	149	173
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	486,914	490,907	464,097	438,240	422,144	397,633
50 STATES, D.C. & P.R.	486,609	490,551	463,687	437,859	421,760	397,281

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1995-96 School Year

ALL DISABILITIES

STATE	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,549	6,585	5,200	3,534	1,244	385
ALASKA	1,090	889	754	429	128	49
ARIZONA	4,671	3,628	2,938	1,834	647	307
ARKANSAS	4,009	3,552	2,980	1,790	458	88
CALIFORNIA	33,887	29,842	24,240	13,736	4,126	2,276
COLORADO	4,757	3,917	3,121	1,952	623	277
CONNECTICUT	5,449	5,057	4,132	2,339	661	368
DELAWARE	865	793	574	405	140	131
DISTRICT OF COLUMBIA	600	519	414	307	170	71
FLORIDA	19,592	15,859	12,260	7,709	2,549	1,156
GEORGIA	7,986	6,042	4,561	2,935	997	419
HAWAII	1,059	972	890	401	125	20
IDAHO	1,404	1,142	884	539	135	64
ILLINOIS	17,542	14,767	12,416	6,809	2,143	1,137
INDIANA	8,720	7,805	6,078	4,131	1,244	412
IOWA	4,899	4,468	3,512	2,243	703	270
KANSAS	3,427	3,039	2,437	1,487	400	136
KENTUCKY	5,052	4,243	3,339	2,229	699	234
LOUISIANA	6,974	5,841	4,331	2,929	1,118	413
MAINE	2,095	1,854	1,632	1,004	314	41
MARYLAND	6,669	5,733	4,670	2,522	835	429
MASSACHUSETTS	11,320	10,389	8,864	5,136	1,400	750
MICHIGAN	12,724	11,188	8,747	5,646	1,736	894
MINNESOTA	6,927	5,916	4,947	2,304	750	455
MISSISSIPPI	4,939	4,210	3,154	2,055	587	122
MISSOURI	8,929	7,542	5,735	3,594	1,072	434
MONTANA	1,244	1,116	889	589	147	26
NEBRASKA	2,451	2,014	1,632	1,047	315	138
NEVADA	1,667	1,415	1,130	619	181	59
NEW HAMPSHIRE	1,893	1,707	1,391	881	205	72
NEW JERSEY	12,928	12,312	10,632	6,071	1,708	773
NEW MEXICO	3,395	2,730	2,240	1,189	383	140
NEW YORK	28,815	27,658	21,024	13,902	5,991	2,677
NORTH CAROLINA	8,551	6,436	4,872	3,155	958	396
NORTH DAKOTA	850	804	615	422	126	62
OHIO	15,537	14,429	12,308	8,139	2,380	943
OKLAHOMA	5,135	4,414	3,588	2,473	598	130
OREGON	4,150	3,461	2,644	1,621	551	331
PENNSYLVANIA	15,089	14,515	11,977	7,619	2,217	1,023
PUERTO RICO	3,400	2,790	2,282	1,382	842	613
RHODE ISLAND	1,727	1,546	1,334	896	229	137
SOUTH CAROLINA	4,966	4,348	3,125	2,013	730	296
SOUTH DAKOTA	834	719	594	418	138	55
TENNESSEE	8,885	8,536	7,063	4,149	1,222	575
TEXAS	32,474	28,008	22,141	14,493	5,088	1,771
UTAH	3,364	2,778	2,299	1,121	356	237
VERMONT	899	743	566	356	103	35
VIRGINIA	9,243	8,442	6,816	4,130	1,160	448
WASHINGTON	6,551	5,447	4,345	2,955	992	476
WEST VIRGINIA	3,255	2,802	2,391	1,673	512	150
WISCONSIN	7,237	6,872	5,942	3,469	942	374
WYOMING	780	701	580	357	107	39
AMERICAN SAMOA	29	30	13	4	2	2
GUAM	116	119	91	77	24	11
NORTHERN MARIANAS	21	26	18	19	4	2
PALAU	8	7	3	0	1	0
VIRGIN ISLANDS	151	134	121	92	27	5
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	378,780	332,851	267,476	165,330	53,243	23,334
50 STATES, D.C. & P.R.	378,455	332,535	267,230	165,138	53,185	23,314

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1995-96 School Year

ALL DISABILITIES

STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	69	0
ALASKA	25	9
ARIZONA	177	0
ARKANSAS	0	0
CALIFORNIA	1,569	261
COLORADO	59	0
CONNECTICUT	87	0
DELAWARE	18	0
DISTRICT OF COLUMBIA	42	23
FLORIDA	612	104
GEORGIA	213	0
HAWAII	0	2
IDAHO	8	0
ILLINOIS	201	0
INDIANA	285	0
IOWA	46	0
KANSAS	40	5
KENTUCKY	47	3
LOUISIANA	268	72
MAINE	4	0
MARYLAND	102	0
MASSACHUSETTS	543	0
MICHIGAN	740	2,576
MINNESOTA	324	1
MISSISSIPPI	34	0
MISSOURI	149	12
MONTANA	2	0
NEBRASKA	36	0
NEVADA	31	0
NEW HAMPSHIRE	0	0
NEW JERSEY	320	0
NEW MEXICO	47	5
NEW YORK	591	0
NORTH CAROLINA	104	5
NORTH DAKOTA	9	0
OHIO	622	0
OKLAHOMA	54	12
OREGON	84	1
PENNSYLVANIA	250	0
PUERTO RICO	387	106
RHODE ISLAND	16	0
SOUTH CAROLINA	74	1
SOUTH DAKOTA	22	0
TENNESSEE	383	4
TEXAS	1,087	0
UTAH	202	32
VERMONT	19	2
VIRGINIA	349	51
WASHINGTON	77	0
WEST VIRGINIA	33	5
WISCONSIN	93	0
WYOMING	0	0
AMERICAN SAMOA	2	0
GUAM	7	9
NORTHERN MARIANAS	0	1
PALAU	0	0
VIRGIN ISLANDS	3	0
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	10,566	3,302
50 STATES, D.C. & P.R.	10,554	3,292

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA8

Number and Change in Number of Children Served Under IDEA, Part B

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1994-95	1995-96	1976-77 1995-96	1994-95 1995-96	1976-77 1995-96	1994-95 1995-96
ALABAMA	53,987	99,171	98,266	44,279	-905	82.02	-0.91
ALASKA	9,597	17,552	17,604	8,007	52	83.43	0.30
ARIZONA	43,045	72,443	76,121	33,076	3,678	76.84	5.08
ARKANSAS	28,487	52,637	53,880	25,393	1,243	89.14	2.36
CALIFORNIA	332,291	544,018	565,670	233,379	21,652	70.23	3.98
COLORADO	47,943	68,037	69,850	21,907	1,813	45.69	2.66
CONNECTICUT	62,085	73,792	76,226	14,141	2,434	22.78	3.30
DELAWARE	14,307	15,424	15,624	1,317	200	9.21	1.30
DISTRICT OF COLUMBIA	9,261	6,627	7,058	-2,203	431	-23.79	6.50
FLORIDA	117,257	294,608	310,184	192,927	15,576	164.53	5.29
GEORGIA	85,209	129,212	135,042	49,833	5,830	58.48	4.51
HAWAII	10,544	15,137	16,029	5,485	892	52.02	5.89
IDAHO	14,573	22,868	23,826	9,253	958	63.49	4.19
ILLINOIS	229,797	250,524	255,905	26,108	5,381	11.36	2.15
INDIANA	87,644	128,576	133,962	46,318	5,386	52.85	4.19
IOWA	51,055	64,028	66,247	15,192	2,219	29.76	3.47
KANSAS	37,623	51,661	53,602	15,979	1,941	42.47	3.76
KENTUCKY	57,057	80,687	82,889	25,832	2,202	45.27	2.73
LOUISIANA	86,989	88,711	91,059	4,070	2,348	4.68	2.65
MAINE	23,701	30,562	31,872	8,171	1,310	34.48	4.29
MARYLAND	84,184	96,771	100,863	16,679	4,092	19.81	4.23
MASSACHUSETTS	131,992	156,670	157,196	25,204	526	19.10	0.34
MICHIGAN	153,113	182,833	188,768	35,655	5,935	23.29	3.25
MINNESOTA	72,136	93,975	98,311	26,175	4,336	36.29	4.61
MISSISSIPPI	29,219	65,490	66,804	37,585	1,314	128.63	2.01
MISSOURI	94,387	116,826	121,407	27,020	4,581	28.63	3.92
MONTANA	8,610	17,679	18,364	9,754	685	113.29	3.87
NEBRASKA	25,270	38,026	39,308	14,038	1,282	55.55	3.37
NEVADA	11,133	26,363	28,202	17,069	1,839	153.32	6.98
NEW HAMPSHIRE	9,916	23,754	25,150	15,234	1,396	153.63	5.88
NEW JERSEY	145,077	191,912	197,062	51,985	5,150	35.83	2.68
NEW MEXICO	15,149	45,364	47,578	32,429	2,214	214.07	4.88
NEW YORK	240,250	374,361	394,841	154,591	20,480	64.35	5.47
NORTH CAROLINA	98,035	139,513	147,078	49,043	7,565	50.03	5.42
NORTH DAKOTA	8,976	12,176	12,355	3,379	179	37.64	1.47
OHIO	168,314	223,640	227,529	59,215	3,889	35.18	1.74
OKLAHOMA	44,181	70,809	71,728	27,547	919	62.35	1.30
OREGON	37,258	59,363	65,022	27,764	5,659	74.52	9.53
PENNSYLVANIA	206,792	207,436	210,929	4,137	3,493	2.00	1.68
PUERTO RICO	11,200	40,510	42,437	31,237	1,927	278.90	4.76
RHODE ISLAND	15,971	23,693	25,072	9,101	1,379	56.98	5.82
SOUTH CAROLINA	72,357	82,626	86,522	14,165	3,896	19.58	4.72
SOUTH DAKOTA	9,936	15,755	15,512	5,576	-243	56.12	-1.54
TENNESSEE	99,251	123,753	126,461	27,210	2,708	27.42	2.19
TEXAS	233,552	420,540	441,543	207,991	21,003	89.06	4.99
UTAH	37,204	51,218	52,463	15,259	1,245	41.01	2.43
VERMONT	6,382	10,720	11,246	4,864	526	76.21	4.91
VIRGINIA	77,616	136,166	141,759	64,143	5,593	82.64	4.11
WASHINGTON	57,705	104,483	106,890	49,185	2,407	85.24	2.30
WEST VIRGINIA	30,135	45,315	46,487	16,352	1,172	54.26	2.59
WISCONSIN	58,019	102,215	106,413	48,394	4,198	83.41	4.11
WYOMING	7,261	12,150	12,549	5,288	399	72.83	3.28
AMERICAN SAMOA	139	444	360	221	-84	158.99	-18.92
GUAM	2,597	1,775	1,866	-731	91	-28.15	5.13
NORTHERN MARIANAS	0	225	287	287	62	100.00	27.56
PALAU	0	152	115	115	-37	100.00	-24.34
VIRGIN ISLANDS	1,712	1,571	1,706	-6	135	-0.35	8.59
BUR. OF INDIAN AFFAIRS	0	7,676	.	.	.	.	.
U.S. AND OUTLYING AREAS	3,707,481	5,430,223	5,619,099	1,911,618	188,876	51.56	3.48
50 STATES, D.C. & P.R.	3,703,033	5,418,380	5,614,765	1,911,732	196,385	51.63	3.62

Prior to October 1994, children and youth with disabilities were served under the Individuals with Disabilities Education Act, Part B, and Chapter 1 of ESEA (SOP). In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994 include children served under Chapter 1.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

ALL DISABILITIES

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	88,136	90,673	89,672	1,536	-1,001	1.74	-1.10
ALASKA	10,927	15,484	15,589	4,662	105	42.66	0.68
ARIZONA	50,499	65,166	68,228	17,729	3,062	35.11	4.70
ARKANSAS	43,293	45,736	46,360	3,067	624	7.08	1.36
CALIFORNIA	380,796	492,028	510,875	130,079	18,847	34.16	3.83
COLORADO	48,153	61,284	62,697	14,544	1,413	30.20	2.31
CONNECTICUT	58,957	66,831	68,867	9,910	2,036	16.81	3.05
DELAWARE	13,042	13,414	13,719	677	305	5.19	2.27
DISTRICT OF COLUMBIA	6,571	6,289	6,671	100	382	1.52	6.07
FLORIDA	180,731	269,431	283,104	102,373	13,673	56.64	5.07
GEORGIA	86,956	116,423	121,728	34,772	5,305	39.99	4.56
HAWAII	11,195	13,938	14,723	3,528	785	31.51	5.63
IDAHO	18,079	19,888	20,735	2,656	847	14.69	4.26
ILLINOIS	218,194	226,266	230,938	12,744	4,672	5.84	2.06
INDIANA	98,993	117,511	121,701	22,708	4,190	22.94	3.57
IOWA	51,323	58,355	60,410	9,087	2,055	17.71	3.52
KANSAS	39,157	45,805	47,467	8,310	1,662	21.22	3.63
KENTUCKY	68,152	66,678	68,206	54	1,528	0.08	2.29
LOUISIANA	62,355	79,053	81,471	19,116	2,418	30.66	3.06
MAINE	25,298	27,342	28,319	3,021	977	11.94	3.57
MARYLAND	83,693	87,719	91,377	7,684	3,658	9.18	4.17
MASSACHUSETTS	131,729	142,403	142,955	11,226	552	8.52	0.39
MICHIGAN	147,108	165,169	170,527	23,419	5,358	15.92	3.24
MINNESOTA	73,891	83,217	87,530	13,639	4,313	18.46	5.18
MISSISSIPPI	53,491	59,041	60,197	6,706	1,156	12.54	1.96
MISSOURI	94,792	108,851	113,012	18,220	4,161	19.22	3.82
MONTANA	13,547	16,044	16,598	3,051	554	22.52	3.45
NEBRASKA	27,775	34,715	35,996	8,221	1,281	29.60	3.69
NEVADA	13,702	23,463	25,036	11,334	1,573	82.72	6.70
NEW HAMPSHIRE	15,571	21,758	22,985	7,414	1,227	47.61	5.64
NEW JERSEY	157,332	175,970	180,423	23,091	4,453	14.68	2.53
NEW MEXICO	29,950	41,248	43,015	13,065	1,767	43.62	4.28
NEW YORK	266,216	329,352	346,305	80,089	16,953	30.08	5.15
NORTH CAROLINA	102,619	124,380	130,407	27,788	6,027	27.08	4.85
NORTH DAKOTA	11,066	11,057	11,186	120	129	1.08	1.17
OHIO	190,312	205,447	209,325	19,013	3,878	9.99	1.89
OKLAHOMA	58,378	65,839	66,416	8,038	577	13.77	0.88
OREGON	45,342	54,589	58,925	13,583	4,336	29.96	7.94
PENNSYLVANIA	190,023	187,721	190,343	320	2,622	0.17	1.40
PUERTO RICO	34,760	37,179	38,892	4,132	1,713	11.89	4.61
RHODE ISLAND	17,986	21,562	22,739	4,753	1,177	26.43	5.46
SOUTH CAROLINA	67,993	72,722	76,203	8,210	3,481	12.07	4.79
SOUTH DAKOTA	12,524	13,528	13,336	812	-192	6.48	-1.42
TENNESSEE	91,643	113,928	116,310	24,667	2,382	26.92	2.09
TEXAS	285,775	389,893	409,281	123,506	19,388	43.22	4.97
UTAH	41,591	46,650	47,602	6,011	952	14.45	2.04
VERMONT	10,940	9,536	10,031	-909	495	-8.31	5.19
VIRGINIA	96,444	123,420	128,475	32,031	5,055	33.21	4.10
WASHINGTON	64,469	91,653	94,325	29,856	2,672	46.31	2.92
WEST VIRGINIA	42,783	40,854	41,645	-1,138	791	-2.66	1.94
WISCONSIN	67,054	89,145	92,868	25,814	3,723	38.50	4.18
WYOMING	9,384	10,655	10,993	1,609	338	17.15	3.17
AMERICAN SAMOA	220	392	307	87	-85	39.55	-21.68
GUAM	1,680	1,602	1,679	-1	77	-0.06	4.81
NORTHERN MARIANAS	631	203	251	-380	48	-60.22	23.65
PALAU	0	142	110	110	-32	100.00	-22.54
VIRGIN ISLANDS	1,326	1,453	1,573	247	120	18.63	8.26
BUR. OF INDIAN AFFAIRS	5,667	7,418	.	.	.	.	.
U.S. AND OUTLYING AREAS	4,120,214	4,907,513	5,070,658	950,444	163,145	23.07	3.32
50 STATES, D.C. & P.R.	4,110,690	4,896,303	5,066,738	956,048	170,435	23.26	3.48

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	29,713	38,418	38,271	8,558	-147	28.80	-0.38
ALASKA	6,809	9,660	9,827	3,018	167	44.32	1.73
ARIZONA	28,300	38,439	40,363	12,063	1,924	42.63	5.01
ARKANSAS	22,823	23,543	22,133	-690	-1,410	-3.02	-5.99
CALIFORNIA	225,883	301,205	310,638	84,755	9,433	37.52	3.13
COLORADO	23,281	33,622	33,585	10,304	-37	44.26	-0.11
CONNECTICUT	30,681	34,863	35,644	4,963	781	16.18	2.24
DELAWARE	7,224	8,479	8,735	1,511	256	20.92	3.02
DISTRICT OF COLUMBIA	3,116	3,760	3,828	712	68	22.85	1.81
FLORIDA	75,546	112,903	133,397	57,851	20,494	76.58	18.15
GEORGIA	25,482	37,703	39,112	13,630	1,409	53.49	3.74
HAWAII	6,483	7,291	7,521	1,038	230	16.01	3.15
IDAHO	10,122	11,724	12,211	2,089	487	20.64	4.15
ILLINOIS	101,775	114,394	116,646	14,871	2,252	14.61	1.97
INDIANA	36,545	50,016	51,634	15,089	1,618	41.29	3.23
IOWA	22,353	27,454	28,521	6,168	1,067	27.59	3.89
KANSAS	16,748	20,550	20,605	3,857	55	23.03	0.27
KENTUCKY	21,480	22,215	21,824	344	-391	1.60	-1.76
LOUISIANA	25,097	35,969	37,098	12,001	1,129	47.82	3.14
MAINE	10,449	12,376	12,650	2,201	274	21.06	2.21
MARYLAND	44,310	44,270	43,372	-938	-898	-2.12	-2.03
MASSACHUSETTS	48,232	87,038	87,370	39,138	332	81.15	0.38
MICHIGAN	65,099	79,786	82,117	17,018	2,331	26.14	2.92
MINNESOTA	35,695	36,370	37,835	2,140	1,465	6.00	4.03
MISSISSIPPI	25,935	30,827	30,901	4,966	74	19.15	0.24
MISSOURI	43,009	58,852	61,442	18,433	2,590	42.86	4.40
MONTANA	7,560	9,324	9,473	1,913	149	25.30	1.60
NEBRASKA	12,206	15,186	15,442	3,236	256	26.51	1.69
NEVADA	8,414	15,086	16,076	7,662	990	91.06	6.56
NEW HAMPSHIRE	9,566	11,756	12,148	2,582	392	26.99	3.33
NEW JERSEY	77,703	96,918	100,017	22,314	3,099	28.72	3.20
NEW MEXICO	13,563	23,281	25,329	11,766	2,048	86.75	8.80
NEW YORK	153,671	194,930	202,423	48,752	7,493	31.72	3.84
NORTH CAROLINA	43,466	54,667	56,054	12,588	1,387	28.96	2.54
NORTH DAKOTA	5,279	5,540	5,537	258	-3	4.89	-0.05
OHIO	74,270	78,087	79,315	5,045	1,228	6.79	1.57
OKLAHOMA	27,250	34,618	35,668	8,418	1,050	30.89	3.03
OREGON	24,541	29,654	30,696	6,155	1,042	25.08	3.51
PENNSYLVANIA	78,687	92,120	95,995	17,308	3,875	22.00	4.21
PUERTO RICO	9,372	14,718	16,573	7,201	1,855	76.84	12.60
RHODE ISLAND	12,183	13,299	13,922	1,739	623	14.27	4.68
SOUTH CAROLINA	25,965	31,354	32,673	6,708	1,319	25.83	4.21
SOUTH DAKOTA	5,517	6,938	6,697	1,180	-241	21.39	-3.47
TENNESSEE	43,471	58,878	58,667	15,196	-211	34.96	-0.36
TEXAS	160,792	234,032	246,840	86,048	12,808	53.52	5.47
UTAH	17,284	26,664	26,776	9,492	112	54.92	0.42
VERMONT	4,949	4,442	4,491	-458	49	-9.25	1.10
VIRGINIA	48,331	63,613	65,594	17,263	1,981	35.72	3.11
WASHINGTON	33,945	42,249	43,737	9,792	1,488	28.85	3.52
WEST VIRGINIA	19,546	18,462	19,024	-522	562	-2.67	3.04
WISCONSIN	23,016	40,917	42,900	19,884	1,983	86.39	4.85
WYOMING	5,090	5,507	5,657	567	150	11.14	2.72
AMERICAN SAMOA	0	293	235	235	-58	100.00	-19.80
GUAM	755	1,128	1,230	475	102	62.91	9.04
NORTHERN MARIANAS	108	120	145	37	25	34.26	20.83
PALAU	0	95	79	79	-16	100.00	-16.84
VIRGIN ISLANDS	276	516	538	262	22	94.93	4.26
BUR. OF INDIAN AFFAIRS	3,338	4,105	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,942,304	2,510,224	2,597,231	654,927	87,007	33.72	3.47
50 STATES, D.C. & P.R.	1,937,827	2,503,967	2,595,004	657,177	91,037	33.91	3.64

Please see data notes for an explanation of individual State differences.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1994-95	1995-96	1987-88 1995-96	1994-95 1995-96	1987-88 1995-96	1994-95 1995-96
ALABAMA	18,517	16,898	16,316	-2,201	-582	-11.89	-3.44
ALASKA	2,535	3,078	3,142	607	64	23.94	2.08
ARIZONA	10,343	11,968	12,166	1,823	198	17.63	1.65
ARKANSAS	6,745	7,165	7,607	862	442	12.78	6.17
CALIFORNIA	87,088	106,672	110,230	23,142	3,558	26.57	3.34
COLORADO	7,737	9,498	10,246	2,509	748	32.43	7.88
CONNECTICUT	9,685	11,162	11,378	1,693	216	17.48	1.94
DELAWARE	1,502	1,534	1,481	-21	-53	-1.40	-3.46
DISTRICT OF COLUMBIA	1,145	383	487	-658	104	-57.47	27.15
FLORIDA	53,818	81,200	70,158	16,340	-11,042	30.36	-13.60
GEORGIA	18,712	24,848	26,199	7,487	1,351	40.01	5.44
HAWAII	1,964	2,348	2,406	442	58	22.51	2.47
IDAHO	3,232	3,315	3,378	146	63	4.52	1.90
ILLINOIS	54,534	50,126	51,311	-3,223	1,185	-5.91	2.36
INDIANA	34,970	34,344	34,632	-338	288	-0.97	0.84
IOWA	9,639	8,342	8,006	-1,633	-336	-16.94	-4.03
KANSAS	10,417	10,461	10,655	238	194	2.28	1.85
KENTUCKY	22,392	17,869	18,480	-3,912	611	-17.47	3.42
LOUISIANA	18,330	16,539	16,176	-2,154	-363	-11.75	-2.19
MAINE	5,203	6,222	6,472	1,269	250	24.39	4.02
MARYLAND	23,594	23,234	24,809	1,215	1,575	5.15	6.78
MASSACHUSETTS	28,244	21,871	22,011	-6,233	140	-22.07	0.64
MICHIGAN	32,784	34,602	35,387	2,603	785	7.94	2.27
MINNESOTA	13,963	14,029	14,850	887	821	6.35	5.85
MISSISSIPPI	16,388	17,903	18,523	2,135	620	13.03	3.46
MISSOURI	25,575	23,143	23,466	-2,109	323	-8.25	1.40
MONTANA	3,399	3,243	3,336	-63	93	-1.85	2.87
NEBRASKA	7,308	8,691	9,084	1,776	393	24.30	4.52
NEVADA	2,636	4,193	4,414	1,778	221	67.45	5.27
NEW HAMPSHIRE	2,490	4,737	4,915	2,425	178	97.39	3.76
NEW JERSEY	49,983	46,512	46,376	-3,607	-136	-7.22	-0.29
NEW MEXICO	9,531	9,717	9,100	-431	-617	-4.52	-6.35
NEW YORK	23,975	38,114	42,476	18,501	4,362	77.17	11.44
NORTH CAROLINA	22,885	25,423	26,319	3,434	896	15.01	3.52
NORTH DAKOTA	3,421	3,080	3,058	-363	-22	-10.61	-0.71
OHIO	49,038	49,825	49,603	565	-222	1.15	-0.45
OKLAHOMA	15,946	14,075	13,802	-2,144	-273	-13.45	-1.94
OREGON	11,407	12,834	13,122	1,715	288	15.03	2.24
PENNSYLVANIA	52,248	40,429	39,528	-12,720	-901	-24.35	-2.23
PUERTO RICO	1,345	2,891	3,278	1,933	387	143.72	13.39
RHODE ISLAND	2,772	4,036	4,264	1,492	228	53.82	5.65
SOUTH CAROLINA	17,067	17,426	18,340	1,273	914	7.46	5.25
SOUTH DAKOTA	3,824	3,427	3,345	-479	-82	-12.53	-2.39
TENNESSEE	25,406	25,410	25,589	183	179	0.72	0.70
TEXAS	56,281	63,981	64,135	7,854	154	13.95	0.24
UTAH	8,169	7,837	8,178	9	341	0.11	4.35
VERMONT	3,015	1,652	1,692	-1,323	40	-43.88	2.42
VIRGINIA	23,199	25,485	25,388	2,189	-97	9.44	-0.38
WASHINGTON	11,823	16,201	15,817	3,994	-384	33.78	-2.37
WEST VIRGINIA	10,577	11,221	11,011	434	-210	4.10	-1.87
WISCONSIN	12,256	16,225	16,656	4,400	431	35.90	2.66
WYOMING	2,455	2,815	2,793	338	-22	13.77	-0.78
AMERICAN SAMOA	95	35	6	-89	-29	-93.68	-82.86
GUAM	144	158	151	7	-7	4.86	-4.43
NORTHERN MARIANAS	220	5	9	-211	4	-95.91	80.00
PALAU	0	8	6	6	-2	100.00	-25.00
VIRGIN ISLANDS	222	125	178	-44	53	-19.82	42.40
BUR. OF INDIAN AFFAIRS	1,375	1,766	.	.	.	.	.
U.S. AND OUTLYING AREAS	953,568	1,020,331	1,025,941	72,373	5,610	7.59	0.55
50 STATES, D.C. & P.R.	951,512	1,018,234	1,025,591	74,079	7,357	7.79	0.72

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

MENTAL RETARDATION

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1994-95	1995-96	1987-88 1995-96	1994-95 1995-96	1987-88 1995-96	1994-95 1995-96
ALABAMA	30,172	25,075	24,408	-5,764	-667	-19.10	-2.66
ALASKA	410	640	676	266	36	64.88	5.63
ARIZONA	5,030	5,875	6,205	1,175	330	23.36	5.62
ARKANSAS	11,739	11,093	11,785	46	692	0.39	6.24
CALIFORNIA	24,348	27,349	28,706	4,358	1,357	17.90	4.96
COLORADO	3,570	2,861	3,038	-532	177	-14.90	6.19
CONNECTICUT	3,905	3,782	3,801	-104	19	-2.66	0.50
DELAWARE	1,346	1,761	1,828	482	67	35.81	3.80
DISTRICT OF COLUMBIA	1,126	996	1,169	43	173	3.82	17.37
FLORIDA	23,932	31,949	33,788	9,856	1,839	41.18	5.76
GEORGIA	23,418	26,105	26,934	3,516	829	15.01	3.18
HAWAII	1,213	1,864	2,096	883	232	72.79	12.45
IDAHO	2,802	2,814	2,838	36	24	1.28	0.85
ILLINOIS	24,567	24,197	24,684	117	487	0.48	2.01
INDIANA	19,911	19,883	20,409	498	526	2.50	2.65
IOWA	10,654	11,862	12,564	1,910	702	17.93	5.92
KANSAS	5,781	5,325	5,965	184	640	3.18	12.02
KENTUCKY	18,373	18,032	18,201	-172	169	-0.94	0.94
LOUISIANA	10,571	12,410	12,745	2,174	335	20.57	2.70
MAINE	3,391	1,385	1,335	-2,056	-50	-60.63	-3.61
MARYLAND	5,906	5,299	6,035	129	736	2.18	13.89
MASSACHUSETTS	28,531	13,852	13,889	-14,642	37	-51.32	0.27
MICHIGAN	20,180	19,691	20,353	173	662	0.86	3.36
MINNESOTA	10,840	9,904	10,266	-574	362	-5.30	3.66
MISSISSIPPI	9,362	7,630	7,851	-1,511	221	-16.14	2.90
MISSOURI	15,678	12,129	12,348	-3,330	219	-21.24	1.81
MONTANA	1,124	1,075	1,136	12	61	1.07	5.67
NEBRASKA	4,293	5,159	5,450	1,157	291	26.95	5.64
NEVADA	1,019	1,558	1,563	544	5	53.39	0.32
NEW HAMPSHIRE	989	880	941	-48	61	-4.85	6.93
NEW JERSEY	6,704	4,509	4,539	-2,165	30	-32.29	0.67
NEW MEXICO	2,093	1,950	2,062	-31	112	-1.48	5.74
NEW YORK	24,586	17,095	17,177	-7,409	82	-30.14	0.48
NORTH CAROLINA	21,593	24,073	25,734	4,141	1,661	19.18	6.90
NORTH DAKOTA	1,524	1,264	1,267	-257	3	-16.86	0.24
OHIO	48,832	47,221	48,531	-301	1,310	-0.62	2.77
OKLAHOMA	11,223	11,240	10,433	-790	-807	-7.04	-7.18
OREGON	3,614	3,730	4,228	614	498	16.99	13.35
PENNSYLVANIA	35,684	28,219	27,323	-8,361	-896	-23.43	-3.18
PUERTO RICO	17,795	14,215	13,848	-3,947	-367	-22.18	-2.58
RHODE ISLAND	1,028	1,030	1,058	30	28	2.92	2.72
SOUTH CAROLINA	16,156	15,388	16,114	-42	726	-0.26	4.72
SOUTH DAKOTA	1,567	1,483	1,559	-8	76	-0.51	5.12
TENNESSEE	14,380	14,452	15,371	991	919	6.89	6.36
TEXAS	25,430	24,123	24,202	-1,228	79	-4.83	0.33
UTAH	3,306	3,483	3,430	124	-53	3.75	-1.52
VERMONT	1,706	1,381	1,385	-321	4	-18.82	0.29
VIRGINIA	13,132	13,876	14,271	1,139	395	8.67	2.85
WASHINGTON	7,541	7,847	8,054	513	207	6.80	2.64
WEST VIRGINIA	9,055	7,704	7,840	-1,215	136	-13.42	1.77
WISCONSIN	5,146	11,853	12,329	7,183	476	139.58	4.02
WYOMING	652	625	644	-8	19	-1.23	3.04
AMERICAN SAMOA	101	30	33	-68	3	-67.33	10.00
GUAM	580	156	135	-445	-21	-76.72	-13.46
NORTHERN MARIANAS	88	23	37	-51	14	-57.95	60.87
PALAU	0	5	4	4	-1	100.00	-20.00
VIRGIN ISLANDS	658	648	693	35	45	5.32	6.94
BUR. OF INDIAN AFFAIRS	415	460	.	.	.	.	.
U.S. AND OUTLYING AREAS	598,770	570,518	585,308	-13,462	14,790	-2.25	2.59
50 STATES, D.C. & P.R.	596,928	569,196	584,406	-12,522	15,210	-2.10	2.67

Please see data notes for an explanation of individual State differences.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	6,180	5,521	5,468	-712	-53	-11.52	-0.96
ALASKA	482	765	748	266	-17	55.19	-2.22
ARIZONA	3,521	4,232	4,579	1,058	347	30.05	8.20
ARKANSAS	415	388	427	12	39	2.89	10.05
CALIFORNIA	10,891	16,372	18,020	7,129	1,648	65.46	10.07
COLORADO	8,920	8,529	8,491	-429	-38	-4.81	-0.45
CONNECTICUT	12,219	11,291	11,179	-1,040	-112	-8.51	-0.99
DELAWARE	2,254	793	717	-1,537	-76	-68.19	-9.58
DISTRICT OF COLUMBIA	781	835	800	19	-35	2.43	-4.19
FLORIDA	20,883	31,953	33,882	12,999	1,929	62.25	6.04
GEORGIA	16,652	22,013	22,245	5,593	232	33.59	1.05
HAWAII	655	1,330	1,443	788	113	120.31	8.50
IDAHO	517	495	561	44	66	8.51	13.33
ILLINOIS	26,178	27,331	27,875	1,697	544	6.48	1.99
INDIANA	4,224	7,774	8,557	4,333	783	102.58	10.07
IOWA	6,205	7,790	8,154	1,949	364	31.41	4.67
KANSAS	4,257	4,707	4,736	479	29	11.25	0.62
KENTUCKY	2,871	4,421	4,737	1,866	316	64.99	7.15
LOUISIANA	3,794	5,717	5,965	2,171	248	57.22	4.34
MAINE	4,164	4,292	4,352	188	60	4.51	1.40
MARYLAND	3,979	5,586	6,675	2,696	1,089	67.76	19.50
MASSACHUSETTS	18,625	12,207	12,244	-6,381	37	-34.26	0.30
MICHIGAN	20,710	17,012	17,022	-3,688	10	-17.81	0.06
MINNESOTA	10,306	16,235	16,772	6,466	537	62.74	3.31
MISSISSIPPI	247	266	297	50	31	20.24	11.65
MISSOURI	7,892	9,424	9,530	1,638	106	20.76	1.12
MONTANA	610	1,007	1,126	516	119	84.59	11.82
NEBRASKA	2,365	2,760	2,833	468	73	19.79	2.64
NEVADA	896	1,276	1,368	472	92	52.68	7.21
NEW HAMPSHIRE	1,531	1,967	2,050	519	83	33.90	4.22
NEW JERSEY	14,200	13,677	13,576	-624	-101	-4.39	-0.74
NEW MEXICO	3,014	3,332	3,343	329	11	10.92	0.33
NEW YORK	44,637	44,892	44,286	-351	-606	-0.79	-1.35
NORTH CAROLINA	8,354	9,629	9,554	1,200	-75	14.36	-0.78
NORTH DAKOTA	457	611	688	231	77	50.55	12.60
OHIO	7,454	10,946	11,681	4,227	735	56.71	6.71
OKLAHOMA	1,334	2,308	2,568	1,234	260	92.50	11.27
OREGON	2,543	3,563	3,592	1,049	29	41.25	0.81
PENNSYLVANIA	17,534	17,567	17,607	73	40	0.42	0.23
PUERTO RICO	1,092	874	883	-209	9	-19.14	1.03
RHODE ISLAND	1,367	1,862	1,933	566	71	41.40	3.81
SOUTH CAROLINA	6,220	4,992	5,121	-1,099	129	-17.67	2.58
SOUTH DAKOTA	585	614	606	21	-8	3.59	-1.30
TENNESSEE	2,297	3,639	3,526	1,229	-113	53.50	-3.11
TEXAS	22,655	32,828	33,893	11,238	1,065	49.60	3.24
UTAH	10,134	5,279	4,849	-5,285	-430	-52.15	-8.15
VERMONT	655	1,269	1,486	831	217	126.87	17.10
VIRGINIA	7,536	11,127	11,793	4,257	666	56.49	5.99
WASHINGTON	4,084	5,657	5,508	1,424	-149	34.87	-2.63
WEST VIRGINIA	2,466	1,954	1,987	-479	33	-19.42	1.69
WISCONSIN	9,706	15,735	15,921	6,215	186	64.03	1.18
WYOMING	500	810	896	396	86	79.20	10.62
AMERICAN SAMOA	0	3	1	1	-2	100.00	-66.67
GUAM	42	16	10	-32	-6	-76.19	-37.50
NORTHERN MARIANAS	2	1	2	0	1	100.00	100.00
PALAU	0	4	1	1	-3	100.00	-75.00
VIRGIN ISLANDS	76	55	53	-23	-2	-30.26	-3.64
BUR. OF INDIAN AFFAIRS	212	516	.	.	.	.	.
U.S. AND OUTLYING AREAS	372,380	428,049	438,217	65,837	10,168	17.68	2.38
50 STATES, D.C. & P.R.	372,048	427,454	438,150	66,102	10,696	17.77	2.50

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

MULTIPLE DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1994-95	1995-96	1987-88 1995-96	1994-95 1995-96	1987-88 1995-96	1994-95 1995-96
ALABAMA	999	1,311	1,322	323	11	32.33	0.84
ALASKA	291	463	428	137	-35	47.08	-7.56
ARIZONA	1,193	1,293	1,341	148	48	12.41	3.71
ARKANSAS	522	795	823	301	28	57.66	3.52
CALIFORNIA	5,184	5,186	5,333	149	147	2.87	2.83
COLORADO	2,801	2,831	2,755	-46	-76	-1.64	-2.68
CONNECTICUT	802	1,620	1,695	893	75	111.35	4.63
DELAWARE	69	0	0	-69	0	-100.0	100.00
DISTRICT OF COLUMBIA	164	8	8	-156	0	-95.12	100.00
FLORIDA	0	0	0	0	0	100.00	100.00
GEORGIA	0	0	0	0	0	100.00	100.00
HAWAII	201	200	228	27	28	13.43	14.00
IDAHO	204	356	382	178	26	87.25	7.30
ILLINOIS	1,893	0	0	-1,893	0	-100.0	100.00
INDIANA	932	733	827	-105	94	-11.27	12.82
IOWA	602	502	516	-86	14	-14.29	2.79
KANSAS	545	1,514	1,541	996	27	182.75	1.78
KENTUCKY	1,041	1,236	1,387	346	151	33.24	12.22
LOUISIANA	839	904	933	94	29	11.20	3.21
MAINE	1,013	1,651	1,868	855	217	84.40	13.14
MARYLAND	2,816	4,513	4,594	1,778	81	63.14	1.79
MASSACHUSETTS	2,800	2,593	2,584	-216	-9	-7.71	-0.35
MICHIGAN	1,536	2,221	2,344	808	123	52.60	5.54
MINNESOTA	3	0	0	-3	0	-100.0	100.00
MISSISSIPPI	249	377	392	143	15	57.43	3.98
MISSOURI	433	613	640	207	27	47.81	4.40
MONTANA	247	484	484	237	0	95.95	100.00
NEBRASKA	386	399	418	32	19	8.29	4.76
NEVADA	314	357	391	77	34	24.52	9.52
NEW HAMPSHIRE	256	335	337	81	2	31.64	0.60
NEW JERSEY	5,757	10,607	11,916	6,159	1,309	106.98	12.34
NEW MEXICO	633	922	929	296	7	46.76	0.76
NEW YORK	8,931	14,900	16,166	7,235	1,266	81.01	8.50
NORTH CAROLINA	1,307	1,177	1,440	133	263	10.18	22.34
NORTH DAKOTA	0	0	0	0	0	100.00	100.00
OHIO	4,046	10,943	11,217	7,171	274	177.24	2.50
OKLAHOMA	1,252	1,407	1,457	205	50	16.37	3.55
OREGON	0	0	0	0	0	100.00	100.00
PENNSYLVANIA	0	1,257	1,385	1,385	128	100.00	10.18
PUERTO RICO	1,924	1,292	1,237	-687	-55	-35.71	-4.26
RHODE ISLAND	58	186	199	141	13	243.10	6.99
SOUTH CAROLINA	402	444	402	0	-42	100.00	-9.46
SOUTH DAKOTA	390	471	493	103	22	26.41	4.67
TENNESSEE	1,351	1,864	1,827	476	-37	35.23	-1.98
TEXAS	3,557	3,137	3,313	-244	176	-6.86	5.61
UTAH	1,306	1,443	1,406	100	-37	7.66	-2.56
VERMONT	147	81	88	-59	7	-40.14	8.64
VIRGINIA	1,393	3,173	3,751	2,358	578	169.27	18.22
WASHINGTON	1,800	3,319	3,237	1,437	-82	79.83	-2.47
WEST VIRGINIA	1	0	0	-1	0	-100.0	100.00
WISCONSIN	15,929	0	0	-15,929	0	-100.0	100.00
WYOMING	69	0	0	-69	0	-100.0	100.00
AMERICAN SAMOA	5	13	13	8	0	160.00	100.00
GUAM	86	40	46	-40	6	-46.51	15.00
NORTHERN MARIANAS	76	35	34	-42	-1	-55.26	-2.86
PALAU	0	5	6	6	1	100.00	20.00
VIRGIN ISLANDS	35	25	23	-12	-2	-34.29	-8.00
BUR. OF INDIAN AFFAIRS	233	384	.	.	.	.	.
U.S. AND OUTLYING AREAS	79,023	89,620	94,156	15,133	4,536	19.15	5.06
50 STATES, D.C. & P.R.	78,588	89,118	94,034	15,446	4,916	19.65	5.52

Please see data notes for an explanation of individual State differences.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

HEARING IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1994-95	1995-96	1987-88 1995-96	1994-95 1995-96	1987-88 1995-96	1994-95 1995-96
ALABAMA	952	970	976	24	6	2.52	0.62
ALASKA	147	227	201	54	-26	36.73	-11.45
ARIZONA	904	1,267	1,249	345	-18	38.16	-1.42
ARKANSAS	523	520	579	56	59	10.71	11.35
CALIFORNIA	6,679	8,190	8,643	1,964	453	29.41	5.53
COLORADO	741	983	1,030	289	47	39.00	4.78
CONNECTICUT	650	722	749	99	27	15.23	3.74
DELAWARE	209	186	181	-28	-5	-13.40	-2.69
DISTRICT OF COLUMBIA	48	24	41	-7	17	-14.58	70.83
FLORIDA	1,563	2,361	2,559	996	198	63.72	8.39
GEORGIA	1,254	1,265	1,286	32	21	2.55	1.66
HAWAII	213	286	309	96	23	45.07	8.04
IDAHO	331	294	317	-14	23	-4.23	7.82
ILLINOIS	3,013	2,922	2,982	-31	60	-1.03	2.05
INDIANA	1,115	1,372	1,460	345	88	30.94	6.41
IOWA	717	793	849	132	56	18.41	7.06
KANSAS	583	562	570	-13	8	-2.23	1.42
KENTUCKY	802	778	760	-42	-18	-5.24	-2.31
LOUISIANA	1,285	1,389	1,447	162	58	12.61	4.18
MAINE	316	271	279	-37	8	-11.71	2.95
MARYLAND	1,179	1,153	1,233	54	80	4.58	6.94
MASSACHUSETTS	1,670	1,344	1,346	-324	2	-19.40	0.15
MICHIGAN	2,390	2,594	2,712	322	118	13.47	4.55
MINNESOTA	1,268	1,607	1,685	417	78	32.89	4.85
MISSISSIPPI	494	546	571	77	25	15.59	4.58
MISSOURI	822	1,100	1,114	292	14	35.52	1.27
MONTANA	190	210	211	21	1	11.05	0.48
NEBRASKA	416	595	584	168	-11	40.38	-1.85
NEVADA	134	231	325	191	94	142.54	40.69
NEW HAMPSHIRE	219	238	257	38	19	17.35	7.98
NEW JERSEY	1,301	1,314	1,320	19	6	1.46	0.46
NEW MEXICO	409	443	453	44	10	10.76	2.26
NEW YORK	3,775	4,713	4,938	1,163	225	30.81	4.77
NORTH CAROLINA	1,744	1,918	1,966	222	48	12.73	2.50
NORTH DAKOTA	144	93	99	-45	6	-31.25	6.45
OHIO	2,117	2,338	2,431	314	93	14.83	3.98
OKLAHOMA	685	697	710	25	13	3.65	1.87
OREGON	937	1,010	1,500	563	490	60.09	48.51
PENNSYLVANIA	2,969	2,940	2,884	-85	-56	-2.86	-1.90
PUERTO RICO	1,143	827	792	-351	-35	-30.71	-4.23
RHODE ISLAND	170	186	190	20	4	11.76	2.15
SOUTH CAROLINA	939	959	992	53	33	5.64	3.44
SOUTH DAKOTA	311	164	156	-155	-8	-49.84	-4.88
TENNESSEE	1,316	1,324	1,295	-21	-29	-1.60	-2.19
TEXAS	3,945	5,002	5,450	1,505	448	38.15	8.96
UTAH	590	569	767	177	198	30.00	34.80
VERMONT	189	148	147	-42	-1	-22.22	-0.68
VIRGINIA	1,105	1,205	1,239	134	34	12.13	2.82
WASHINGTON	1,322	2,501	2,387	1,065	-114	80.56	-4.56
WEST VIRGINIA	403	378	377	-26	-1	-6.45	-0.26
WISCONSIN	193	1,167	1,232	1,039	65	538.34	5.57
WYOMING	208	174	164	-44	-10	-21.15	-5.75
AMERICAN SAMOA	13	9	10	-3	1	-23.08	11.11
GUAM	23	29	30	7	1	30.43	3.45
NORTHERN MARIANAS	29	9	8	-21	-1	-72.41	-11.11
PALAU	0	9	4	4	-5	100.00	-55.56
VIRGIN ISLANDS	27	31	24	-3	-7	-11.11	-22.58
BUR. OF INDIAN AFFAIRS	38	47	.	.	.	.	.
U.S. AND OUTLYING AREAS	56,872	65,204	68,070	11,198	2,866	19.69	4.40
50 STATES, D.C. & P.R.	56,742	65,070	67,994	11,252	2,924	19.83	4.49

Please see data notes for an explanation of individual State differences.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	481	487	537	56	50	11.64	10.27
ALASKA	111	88	80	-31	-8	-27.93	-9.09
ARIZONA	509	720	748	239	28	46.95	3.89
ARKANSAS	141	131	152	11	21	7.80	16.03
CALIFORNIA	6,273	9,881	10,253	3,980	372	63.45	3.76
COLORADO	740	2,411	2,942	2,202	531	297.57	22.02
CONNECTICUT	234	261	225	-9	-36	-3.85	-13.79
DELAWARE	228	407	496	268	89	117.54	21.87
DISTRICT OF COLUMBIA	71	80	86	15	6	21.13	7.50
FLORIDA	1,932	4,918	4,614	2,682	-304	138.82	-6.18
GEORGIA	695	837	805	110	-32	15.83	-3.82
HAWAII	299	147	148	-151	1	-50.50	0.68
IDAHO	329	147	133	-196	-14	-59.57	-9.52
ILLINOIS	3,247	2,541	2,592	-655	51	-20.17	2.01
INDIANA	604	757	979	375	222	62.09	29.33
IOWA	927	1,041	1,078	151	37	16.29	3.55
KANSAS	387	481	499	112	18	28.94	3.74
KENTUCKY	421	438	426	5	-12	1.19	-2.74
LOUISIANA	833	1,258	1,289	456	31	54.74	2.46
MAINE	324	122	97	-227	-25	-70.06	-20.49
MARYLAND	558	498	518	-40	20	-7.17	4.02
MASSACHUSETTS	1,125	863	867	-258	4	-22.93	0.46
MICHIGAN	3,491	6,892	8,000	4,509	1,108	129.16	16.08
MINNESOTA	1,094	1,335	1,380	286	45	26.14	3.37
MISSISSIPPI	632	1,158	1,216	584	58	92.41	5.01
MISSOURI	776	786	700	-76	-86	-9.79	-10.94
MONTANA	124	81	64	-60	-17	-48.39	-20.99
NEBRASKA	642	524	505	-137	-19	-21.34	-3.63
NEVADA	119	185	215	96	30	80.67	16.22
NEW HAMPSHIRE	135	168	161	26	-7	19.26	-4.17
NEW JERSEY	674	612	639	-35	27	-5.19	4.41
NEW MEXICO	460	396	441	-19	45	-4.13	11.36
NEW YORK	1,968	2,518	2,622	654	104	33.23	4.13
NORTH CAROLINA	864	937	982	118	45	13.66	4.80
NORTH DAKOTA	96	114	125	29	11	30.21	9.65
OHIO	3,607	2,349	2,274	-1,333	-75	-36.96	-3.19
OKLAHOMA	271	346	373	102	27	37.64	7.80
OREGON	1,079	759	1,071	-8	312	-0.74	41.11
PENNSYLVANIA	1,568	1,222	1,234	-334	12	-21.30	0.98
PUERTO RICO	552	595	549	-3	-46	-0.54	-7.73
RHODE ISLAND	158	157	149	-9	-8	-5.70	-5.10
SOUTH CAROLINA	704	777	763	59	-14	8.38	-1.80
SOUTH DAKOTA	169	125	112	-57	-13	-33.73	-10.40
TENNESSEE	885	1,146	1,163	278	17	31.41	1.48
TEXAS	3,494	4,846	5,004	1,510	158	43.22	3.26
UTAH	239	181	185	-54	4	-22.59	2.21
VERMONT	103	82	77	-26	-5	-25.24	-6.10
VIRGINIA	620	773	772	152	-1	24.52	-0.13
WASHINGTON	888	1,131	1,050	162	-81	18.24	-7.16
WEST VIRGINIA	396	260	219	-177	-41	-44.70	-15.77
WISCONSIN	416	1,296	1,397	981	101	235.82	7.79
WYOMING	144	150	152	8	2	5.56	1.33
AMERICAN SAMOA	1	1	1	0	0	100.00	100.00
GUAM	24	21	20	-4	-1	-16.67	-4.76
NORTHERN MARIANAS	79	5	6	-73	1	-92.41	20.00
PALAU	0	5	4	4	-1	100.00	-20.00
VIRGIN ISLANDS	4	8	11	7	3	175.00	37.50
BUR. OF INDIAN AFFAIRS	21	12	.	.	.	.	.
U.S. AND OUTLYING AREAS	46,966	60,467	63,200	16,234	2,733	34.57	4.52
50 STATES, D.C. & P.R.	46,837	60,415	63,158	16,321	2,743	34.85	4.54

Please see data notes for an explanation of individual State differences.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

OTHER HEALTH IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1994-95	1995-96	1987-88 1995-96	1994-95 1995-96	1987-88 1995-96	1994-95 1995-96
ALABAMA	662	1,199	1,476	814	277	122.96	23.10
ALASKA	116	422	324	208	-98	179.31	-23.22
ARIZONA	355	502	677	322	175	90.70	34.86
ARKANSAS	194	1,684	2,349	2,155	665	1110.8	39.49
CALIFORNIA	11,961	10,807	11,710	-251	903	-2.10	8.36
COLORADO	0	0	0	0	0	100.00	100.00
CONNECTICUT	326	2,261	3,204	2,878	943	882.82	41.71
DELAWARE	119	0	0	-119	0	-100.0	100.00
DISTRICT OF COLUMBIA	89	128	135	46	7	51.69	5.47
FLORIDA	2,289	1,964	2,138	-151	174	-6.60	8.86
GEORGIA	258	2,570	3,936	3,678	1,366	1425.6	53.15
HAWAII	87	305	385	298	80	342.53	26.23
IDAHO	472	479	603	131	124	27.75	25.89
ILLINOIS	1,709	2,578	2,630	921	52	53.89	2.02
INDIANA	90	905	1,183	1,093	278	1214.4	30.72
IOWA	2	3	8	6	5	300.00	166.67
KANSAS	171	1,580	2,154	1,983	574	1159.6	36.33
KENTUCKY	278	990	1,602	1,324	612	476.26	61.82
LOUISIANA	1,162	3,667	4,507	3,345	840	287.87	22.91
MAINE	329	756	967	638	211	193.92	27.91
MARYLAND	758	2,282	3,038	2,280	756	300.79	33.13
MASSACHUSETTS	1,609	1,147	1,149	-460	2	-28.59	0.17
MICHIGAN	157	0	0	-157	0	-100.0	100.00
MINNESOTA	403	2,752	3,525	3,122	773	774.69	28.09
MISSISSIPPI	0	0	0	0	0	100.00	100.00
MISSOURI	266	1,698	2,499	2,233	801	839.47	47.17
MONTANA	156	428	535	379	107	242.95	25.00
NEBRASKA	0	1,025	1,227	1,227	202	100.00	19.71
NEVADA	98	386	459	361	73	368.37	18.91
NEW HAMPSHIRE	279	1,557	1,994	1,715	437	614.70	28.07
NEW JERSEY	482	606	666	184	60	38.17	9.90
NEW MEXICO	85	861	920	835	59	982.35	6.85
NEW YORK	3,270	8,038	10,952	7,682	2,914	234.92	36.25
NORTH CAROLINA	1,809	4,735	6,283	4,474	1,548	247.32	32.69
NORTH DAKOTA	74	197	249	175	52	236.49	26.40
OHIO	0	2,468	2,942	2,942	474	100.00	19.21
OKLAHOMA	141	563	753	612	190	434.04	33.75
OREGON	868	1,687	2,174	1,306	487	150.46	28.87
PENNSYLVANIA	0	252	455	455	203	100.00	80.56
PUERTO RICO	774	792	789	15	-3	1.94	-0.38
RHODE ISLAND	181	654	834	653	180	360.77	27.52
SOUTH CAROLINA	137	752	1,163	1,026	411	748.91	54.65
SOUTH DAKOTA	83	158	203	120	45	144.58	28.48
TENNESSEE	1,740	5,659	7,260	5,520	1,601	317.24	28.29
TEXAS	7,806	17,648	21,523	13,717	3,875	175.72	21.96
UTAH	303	542	631	328	89	108.25	16.42
VERMONT	126	396	548	422	152	334.92	38.38
VIRGINIA	486	2,782	4,148	3,662	1,366	753.50	49.10
WASHINGTON	2,780	12,137	13,778	10,998	1,641	395.61	13.52
WEST VIRGINIA	88	478	754	666	276	756.82	57.74
WISCONSIN	168	1,054	1,383	1,215	329	723.21	31.21
WYOMING	217	437	532	315	95	145.16	21.74
AMERICAN SAMOA	1	1	2	1	1	100.00	100.00
GUAM	9	31	34	25	3	277.78	9.68
NORTHERN MARIANAS	9	1	5	-4	4	-44.44	400.00
PALAU	0	2	1	1	-1	100.00	-50.00
VIRGIN ISLANDS	7	24	23	16	-1	228.57	-4.17
BUR. OF INDIAN AFFAIRS	17	103	.	.	.	.	.
U.S. AND OUTLYING AREAS	46,056	107,133	133,419	87,363	26,286	189.69	24.54
50 STATES, D.C. & P.R.	46,013	106,971	133,354	87,341	26,383	189.82	24.66

Please see data notes for an explanation of individual State differences.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

VISUAL IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	431	420	408	-23	-12	-5.34	-2.86
ALASKA	26	43	49	23	6	88.46	13.95
ARIZONA	344	462	469	125	7	36.34	1.52
ARKANSAS	186	179	183	-3	4	-1.61	2.23
CALIFORNIA	2,334	3,265	3,453	1,119	188	47.94	5.76
COLORADO	284	314	318	34	4	11.97	1.27
CONNECTICUT	428	498	509	81	11	18.93	2.21
DELAWARE	63	83	114	51	31	80.95	37.35
DISTRICT OF COLUMBIA	18	31	27	9	-4	50.00	-12.90
FLORIDA	736	966	992	256	26	34.78	2.69
GEORGIA	450	493	512	62	19	13.78	3.85
HAWAII	72	72	69	-3	-3	-4.17	-4.17
IDAHO	70	83	84	14	1	20.00	1.20
ILLINOIS	1,224	1,086	1,109	-115	23	-9.40	2.12
INDIANA	565	668	726	161	58	28.50	8.68
IOWA	184	177	203	19	26	10.33	14.69
KANSAS	221	203	213	-8	10	-3.62	4.93
KENTUCKY	470	449	433	-37	-16	-7.87	-3.56
LOUISIANA	432	479	475	43	-4	9.95	-0.84
MAINE	102	104	100	-2	-4	-1.96	-3.85
MARYLAND	530	390	370	-160	-20	-30.19	-5.13
MASSACHUSETTS	830	597	598	-232	1	-27.95	0.17
MICHIGAN	761	816	830	69	14	9.07	1.72
MINNESOTA	294	364	377	83	13	28.23	3.57
MISSISSIPPI	172	212	214	42	2	24.42	0.94
MISSOURI	278	387	367	89	-20	32.01	-5.17
MONTANA	126	68	72	-54	4	-42.86	5.88
NEBRASKA	159	207	218	59	11	37.11	5.31
NEVADA	67	96	98	31	2	46.27	2.08
NEW HAMPSHIRE	98	111	117	19	6	19.39	5.41
NEW JERSEY	489	343	334	-155	-9	-31.70	-2.62
NEW MEXICO	136	163	189	53	26	38.97	15.95
NEW YORK	1,346	1,462	1,460	114	-2	8.47	-0.14
NORTH CAROLINA	581	590	589	8	-1	1.38	-0.17
NORTH DAKOTA	55	52	52	-3	0	-5.45	100.00
OHIO	943	1,006	984	41	-22	4.35	-2.19
OKLAHOMA	245	300	294	49	-6	20.00	-2.00
OREGON	335	355	549	214	194	63.88	54.65
PENNSYLVANIA	1,328	1,311	1,345	17	34	1.28	2.59
PUERTO RICO	663	548	545	-118	-3	-17.80	-0.55
RHODE ISLAND	65	72	70	5	-2	7.69	-2.78
SOUTH CAROLINA	395	398	388	-7	-10	-1.77	-2.51
SOUTH DAKOTA	53	62	55	2	-7	3.77	-11.29
TENNESSEE	776	928	937	161	9	20.75	0.97
TEXAS	1,748	1,988	2,081	333	93	19.05	4.68
UTAH	233	227	347	114	120	48.93	52.86
VERMONT	39	31	34	-5	3	-12.82	9.68
VIRGINIA	635	524	500	-135	-24	-21.26	-4.58
WASHINGTON	256	352	339	83	-13	32.42	-3.69
WEST VIRGINIA	234	196	199	-35	3	-14.96	1.53
WISCONSIN	213	375	389	176	14	82.63	3.73
WYOMING	46	57	56	10	-1	21.74	-1.75
AMERICAN SAMOA	2	3	3	1	0	50.00	100.00
GUAM	11	16	14	3	-2	27.27	-12.50
NORTHERN MARIANAS	6	0	1	-5	1	-83.33	100.00
PALAU	0	5	3	3	-2	100.00	-40.00
VIRGIN ISLANDS	15	11	20	5	9	33.33	81.82
BUR. OF INDIAN AFFAIRS	18	15	.	.	.	.	.
U.S. AND OUTLYING AREAS	22,821	24,713	25,484	2,663	771	11.67	3.12
50 STATES, D.C. & P.R.	22,769	24,663	25,443	2,674	780	11.74	3.16

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

AUTISM

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	.	216	300	.	84	.	38.89
ALASKA	.	37	53	.	16	.	43.24
ARIZONA	.	293	326	.	33	.	11.26
ARKANSAS	.	152	204	.	52	.	34.21
CALIFORNIA	.	2,412	3,064	.	652	.	27.03
COLORADO	.	58	80	.	22	.	37.93
CONNECTICUT	.	305	399	.	94	.	30.82
DELAWARE	.	132	135	.	3	.	2.27
DISTRICT OF COLUMBIA	.	27	72	.	45	.	166.67
FLORIDA	.	1,116	1,393	.	277	.	24.82
GEORGIA	.	429	498	.	69	.	16.08
HAWAII	.	71	84	.	13	.	18.31
IDAHO	.	79	107	.	28	.	35.44
ILLINOIS	.	778	793	.	15	.	1.93
INDIANA	.	733	932	.	199	.	27.15
IOWA	.	248	315	.	67	.	27.02
KANSAS	.	185	237	.	52	.	28.11
KENTUCKY	.	142	216	.	74	.	52.11
LOUISIANA	.	591	637	.	46	.	7.78
MAINE	.	95	119	.	24	.	25.26
MARYLAND	.	311	515	.	204	.	65.59
MASSACHUSETTS	.	560	562	.	2	.	0.36
MICHIGAN	.	1,555	1,762	.	207	.	13.31
MINNESOTA	.	493	664	.	171	.	34.69
MISSISSIPPI	.	77	162	.	85	.	110.39
MISSOURI	.	496	594	.	98	.	19.76
MONTANA	.	55	73	.	18	.	32.73
NEBRASKA	.	70	107	.	37	.	52.86
NEVADA	.	64	84	.	20	.	31.25
NEW HAMPSHIRE	.	5	39	.	34	.	680.00
NEW JERSEY	.	796	959	.	163	.	20.48
NEW MEXICO	.	56	90	.	34	.	60.71
NEW YORK	.	2,224	3,113	.	889	.	39.97
NORTH CAROLINA	.	1,056	1,234	.	178	.	16.86
NORTH DAKOTA	.	35	45	.	10	.	28.57
OHIO	.	145	202	.	57	.	39.31
OKLAHOMA	.	146	205	.	59	.	40.41
OREGON	.	821	1,735	.	914	.	111.33
PENNSYLVANIA	.	1,030	1,215	.	185	.	17.96
PUERTO RICO	.	323	337	.	14	.	4.33
RHODE ISLAND	.	47	74	.	27	.	57.45
SOUTH CAROLINA	.	164	188	.	24	.	14.63
SOUTH DAKOTA	.	51	66	.	15	.	29.41
TENNESSEE	.	439	465	.	26	.	5.92
TEXAS	.	2,018	2,421	.	403	.	19.97
UTAH	.	165	173	.	8	.	4.85
VERMONT	.	31	53	.	22	.	70.97
VIRGINIA	.	716	838	.	122	.	17.04
WASHINGTON	.	113	263	.	150	.	132.74
WEST VIRGINIA	.	111	130	.	19	.	17.12
WISCONSIN	.	353	452	.	99	.	28.05
WYOMING	.	27	29	.	2	.	7.41
AMERICAN SAMOA	.	0	0	.	0	.	100.00
GUAM	.	3	5	.	2	.	66.67
NORTHERN MARIANAS	.	4	3	.	-1	.	-25.00
PALAU	.	0	0	.	0	.	100.00
VIRGIN ISLANDS	.	3	6	.	3	.	100.00
BUR. OF INDIAN AFFAIRS	.	2	.	.	.	.	.
U.S. AND OUTLYING AREAS	.	22,664	28,827	.	6,163	.	27.19
50 STATES, D.C. & P.R.	.	22,652	28,813	.	6,161	.	27.20

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

DEAF-BLINDNESS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	29	12	8	-21	-4	-72.41	-33.33
ALASKA	0	18	9	9	-9	100.00	-50.00
ARIZONA	0	71	68	68	-3	100.00	-4.23
ARKANSAS	5	8	17	12	9	240.00	112.50
CALIFORNIA	155	154	166	11	12	7.10	7.79
COLORADO	79	63	66	-13	3	-16.46	4.76
CONNECTICUT	27	24	24	-3	0	-11.11	100.00
DELAWARE	28	34	32	4	-2	14.29	-5.88
DISTRICT OF COLUMBIA	13	13	12	-1	-1	-7.69	-7.69
FLORIDA	32	24	30	-2	6	-6.25	25.00
GEORGIA	35	26	9	-26	-17	-74.29	-65.38
HAWAII	8	3	3	-5	0	-62.50	100.00
IDAHO	0	7	10	10	3	100.00	42.86
ILLINOIS	54	35	35	-19	0	-35.19	100.00
INDIANA	37	76	63	26	-13	70.27	-17.11
IOWA	40	35	44	4	9	10.00	25.71
KANSAS	47	24	19	-28	-5	-59.57	-20.83
KENTUCKY	24	10	9	-15	-1	-62.50	-10.00
LOUISIANA	12	13	14	2	1	16.67	7.69
MAINE	7	8	8	1	0	14.29	100.00
MARYLAND	63	42	26	-37	-16	-58.73	-38.10
MASSACHUSETTS	63	46	49	-14	3	-22.22	6.52
MICHIGAN	0	0	0	0	0	100.00	100.00
MINNESOTA	25	19	21	-4	2	-16.00	10.53
MISSISSIPPI	12	13	15	3	2	25.00	15.38
MISSOURI	63	53	72	9	19	14.29	35.85
MONTANA	11	19	31	20	12	181.82	63.16
NEBRASKA	0	4	3	3	-1	100.00	-25.00
NEVADA	5	3	2	-3	-1	-60.00	-33.33
NEW HAMPSHIRE	8	4	5	-3	1	-37.50	25.00
NEW JERSEY	39	37	41	2	4	5.13	10.81
NEW MEXICO	26	6	5	-21	-1	-80.77	-16.67
NEW YORK	57	36	37	-20	1	-35.09	2.78
NORTH CAROLINA	16	13	17	1	4	6.25	30.77
NORTH DAKOTA	16	48	45	29	-3	181.25	-6.25
OHIO	5	14	16	11	2	220.00	14.29
OKLAHOMA	31	36	28	-3	-8	-9.68	-22.22
OREGON	18	10	24	6	14	33.33	140.00
PENNSYLVANIA	5	7	9	4	2	80.00	28.57
PUERTO RICO	100	56	33	-67	-23	-67.00	-41.07
RHODE ISLAND	4	4	4	0	0	100.00	100.00
SOUTH CAROLINA	8	25	18	10	-7	125.00	-28.00
SOUTH DAKOTA	25	4	4	-21	0	-84.00	100.00
TENNESSEE	21	12	17	-4	5	-19.05	41.67
TEXAS	67	54	56	-11	2	-16.42	3.70
UTAH	27	33	69	42	36	155.56	109.09
VERMONT	11	1	1	-10	0	-90.91	100.00
VIRGINIA	7	1	0	-7	-1	-100.0	-100.0
WASHINGTON	30	29	24	-6	-5	-20.00	-17.24
WEST VIRGINIA	17	22	24	7	2	41.18	9.09
WISCONSIN	11	6	10	-1	4	-9.09	66.67
WYOMING	3	0	0	-3	0	-100.0	100.00
AMERICAN SAMOA	2	3	3	1	0	50.00	100.00
GUAM	6	1	1	-5	0	-83.33	100.00
NORTHERN MARIANAS	14	0	1	-13	1	-92.86	100.00
PALAU	0	4	2	2	-2	100.00	-50.00
VIRGIN ISLANDS	6	7	3	-3	-4	-50.00	-57.14
BUR. OF INDIAN AFFAIRS	0	1	.	.	.	.	.
U.S. AND OUTLYING AREAS	1,454	1,331	1,362	-92	31	-6.33	2.33
50 STATES, D.C. & P.R.	1,426	1,315	1,352	-74	37	-5.19	2.81

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

TRAUMATIC BRAIN INJURY

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1994-95	NUMBER SERVED 1995-96	CHANGE IN NUMBER SERVED 1987-88 1995-96	CHANGE IN NUMBER SERVED 1994-95 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1995-96	PERCENTAGE CHANGE IN NUMBER SERVED 1994-95 1995-96
ALABAMA	.	146	182	.	36	.	24.66
ALASKA	.	43	52	.	9	.	20.93
ARIZONA	.	44	37	.	-7	.	-15.91
ARKANSAS	.	78	101	.	23	.	29.49
CALIFORNIA	.	535	659	.	124	.	23.18
COLORADO	.	114	146	.	32	.	28.07
CONNECTICUT	.	42	60	.	18	.	42.86
DELAWARE	.	5	0	.	-5	.	-100.0
DISTRICT OF COLUMBIA	.	4	6	.	2	.	50.00
FLORIDA	.	77	153	.	76	.	98.70
GEORGIA	.	134	192	.	58	.	43.28
HAWAII	.	21	31	.	10	.	47.62
IDAHO	.	95	111	.	16	.	16.84
ILLINOIS	.	278	281	.	3	.	1.08
INDIANA	.	250	299	.	49	.	19.60
IOWA	.	108	152	.	44	.	40.74
KANSAS	.	213	273	.	60	.	28.17
KENTUCKY	.	98	131	.	33	.	33.67
LOUISIANA	.	117	185	.	68	.	58.12
MAINE	.	60	72	.	12	.	20.00
MARYLAND	.	141	192	.	51	.	36.17
MASSACHUSETTS	.	285	286	.	1	.	0.35
MICHIGAN	.	0	0	.	0	.	100.00
MINNESOTA	.	109	155	.	46	.	42.20
MISSISSIPPI	.	32	55	.	23	.	71.88
MISSOURI	.	170	240	.	70	.	41.18
MONTANA	.	50	57	.	7	.	14.00
NEBRASKA	.	95	125	.	30	.	31.58
NEVADA	.	28	41	.	13	.	46.43
NEW HAMPSHIRE	.	0	21	.	21	.	100.00
NEW JERSEY	.	39	40	.	1	.	2.56
NEW MEXICO	.	121	154	.	33	.	27.27
NEW YORK	.	430	655	.	225	.	52.33
NORTH CAROLINA	.	162	235	.	73	.	45.06
NORTH DAKOTA	.	23	21	.	-2	.	-8.70
OHIO	.	105	129	.	24	.	22.86
OKLAHOMA	.	103	125	.	22	.	21.36
OREGON	.	166	234	.	68	.	40.96
PENNSYLVANIA	.	1,367	1,363	.	-4	.	-0.29
PUERTO RICO	.	48	28	.	-20	.	-41.67
RHODE ISLAND	.	29	42	.	13	.	44.83
SOUTH CAROLINA	.	43	41	.	-2	.	-4.65
SOUTH DAKOTA	.	31	40	.	9	.	29.03
TENNESSEE	.	177	193	.	16	.	9.04
TEXAS	.	236	363	.	127	.	53.81
UTAH	.	227	791	.	564	.	248.46
VERMONT	.	22	29	.	7	.	31.82
VIRGINIA	.	145	181	.	36	.	24.83
WASHINGTON	.	117	131	.	14	.	11.97
WEST VIRGINIA	.	68	80	.	12	.	17.65
WISCONSIN	.	164	199	.	35	.	21.34
WYOMING	.	53	70	.	17	.	32.08
AMERICAN SAMOA	.	1	0	.	-1	.	-100.0
GUAM	.	3	3	.	0	.	100.00
NORTHERN MARIANAS	.	0	0	.	0	.	100.00
PALAU	.	0	0	.	0	.	100.00
VIRGIN ISLANDS	.	0	1	.	1	.	100.00
BUR. OF INDIAN AFFAIRS	.	7	.	.	.	.	.
U.S. AND OUTLYING AREAS	.	7,259	9,443	.	2,184	.	30.09
50 STATES, D.C. & P.R.	.	7,248	9,439	.	2,191	.	30.23

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA10

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group During the 1995-96 School Year

ALL DISABILITIES

STATE	AGE GROUP				
	3-5	6-17	18-21	3-17	3-21
ALABAMA	4.71	11.75	2.10	10.32	8.54
ALASKA	5.98	12.00	1.67	10.72	8.98
ARIZONA	3.66	8.52	1.32	7.45	6.31
ARKANSAS	7.02	9.99	1.61	9.41	7.78
CALIFORNIA	3.21	9.01	1.32	7.62	6.44
COLORADO	4.30	9.11	1.45	8.14	6.83
CONNECTICUT	5.14	12.56	2.33	10.96	9.38
DELAWARE	5.97	11.18	1.95	10.06	8.49
DISTRICT OF COLUMBIA	1.60	9.10	2.59	7.11	6.20
FLORIDA	4.50	12.32	1.86	10.64	9.00
GEORGIA	3.96	9.30	1.13	8.18	6.75
HAWAII	2.29	7.28	0.80	6.15	5.02
IDAHO	5.59	8.33	0.98	7.82	6.42
ILLINOIS	4.51	10.91	1.64	9.54	7.99
INDIANA	4.92	11.61	1.85	10.27	8.51
IOWA	5.08	11.40	2.08	10.22	8.57
KANSAS	5.44	9.63	1.44	8.82	7.37
KENTUCKY	9.19	9.87	1.40	9.74	7.92
LOUISIANA	4.71	9.19	1.77	8.31	6.97
MAINE	7.21	12.65	2.13	11.63	9.76
MARYLAND	4.12	10.60	1.63	9.18	7.79
MASSACHUSETTS	5.50	14.53	2.80	12.56	10.71
MICHIGAN	4.22	9.57	1.74	8.48	7.15
MINNESOTA	5.32	9.80	1.60	8.94	7.58
MISSISSIPPI	5.25	11.22	1.62	10.04	8.25
MISSOURI	3.63	11.54	1.85	9.97	8.38
MONTANA	4.81	9.51	1.50	8.66	7.23
NEBRASKA	4.64	11.32	1.64	10.05	8.37
NEVADA	4.37	9.47	1.25	8.34	7.07
NEW HAMPSHIRE	4.31	10.87	2.19	9.55	8.27
NEW JERSEY	4.65	13.55	2.33	11.59	9.82
NEW MEXICO	5.36	12.38	1.77	10.95	9.19
NEW YORK	5.82	11.14	2.56	9.95	8.51
NORTH CAROLINA	5.24	10.68	1.18	9.52	7.80
NORTH DAKOTA	4.48	8.85	1.61	8.07	6.72
OHIO	3.79	10.25	2.01	8.96	7.57
OKLAHOMA	3.69	10.54	1.71	9.21	7.69
OREGON	4.64	10.39	1.57	9.27	7.76
PENNSYLVANIA	4.17	9.16	1.87	8.16	6.93
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	5.45	13.80	2.75	12.00	10.24
SOUTH CAROLINA	6.27	11.68	1.46	10.55	8.62
SOUTH DAKOTA	6.61	8.89	1.46	8.47	7.08
TENNESSEE	4.52	12.65	2.20	10.98	9.15
TEXAS	3.42	11.02	2.03	9.41	7.95
UTAH	4.42	10.06	1.29	8.96	7.36
VERMONT	5.05	9.41	1.74	8.57	7.27
VIRGINIA	4.70	11.62	1.69	10.16	8.35
WASHINGTON	5.19	9.45	1.57	8.59	7.22
WEST VIRGINIA	7.35	13.38	2.15	12.28	9.91
WISCONSIN	6.22	9.42	1.75	8.82	7.44
WYOMING	7.59	10.83	1.64	10.26	8.48
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	4.51	10.59	1.77	9.31	7.83

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B By Disability, During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	9.26	3.95	1.68	2.52	0.56
ALASKA	9.60	6.05	1.93	0.42	0.46
ARIZONA	6.89	4.08	1.23	0.63	0.46
ARKANSAS	7.92	3.78	1.30	2.01	0.07
CALIFORNIA	7.21	4.39	1.56	0.41	0.25
COLORADO	7.32	3.92	1.20	0.35	0.99
CONNECTICUT	10.29	5.32	1.70	0.57	1.67
DELAWARE	9.02	5.74	0.97	1.20	0.47
DISTRICT OF COLUMBIA	7.44	4.27	0.54	1.30	0.89
FLORIDA	9.95	4.69	2.47	1.19	1.19
GEORGIA	7.32	2.35	1.57	1.62	1.34
HAWAII	5.61	2.86	0.92	0.80	0.55
IDAHO	6.56	3.86	1.07	0.90	0.18
ILLINOIS	8.72	4.40	1.94	0.93	1.05
INDIANA	9.19	3.90	2.61	1.54	0.65
IOWA	9.17	4.33	1.22	1.91	1.24
KANSAS	7.73	3.35	1.73	0.97	0.77
KENTUCKY	7.69	2.46	2.08	2.05	0.53
LOUISIANA	7.39	3.36	1.47	1.16	0.54
MAINE	10.22	4.56	2.33	0.48	1.57
MARYLAND	8.58	4.07	2.33	0.57	0.63
MASSACHUSETTS	11.82	7.23	1.82	1.15	1.01
MICHIGAN	7.73	3.72	1.60	0.92	0.77
MINNESOTA	8.00	3.46	1.36	0.94	1.53
MISSISSIPPI	8.80	4.52	2.71	1.15	0.04
MISSOURI	9.28	5.05	1.93	1.01	0.78
MONTANA	7.63	4.36	1.53	0.52	0.52
NEBRASKA	9.04	3.88	2.28	1.37	0.71
NEVADA	7.67	4.93	1.35	0.48	0.42
NEW HAMPSHIRE	9.06	4.79	1.94	0.37	0.81
NEW JERSEY	10.95	6.07	2.81	0.28	0.82
NEW MEXICO	9.94	5.85	2.10	0.48	0.77
NEW YORK	9.10	5.32	1.12	0.45	1.16
NORTH CAROLINA	8.32	3.58	1.68	1.64	0.61
NORTH DAKOTA	7.09	3.51	1.94	0.80	0.44
OHIO	8.29	3.14	1.96	1.92	0.46
OKLAHOMA	8.41	4.52	1.75	1.32	0.33
OREGON	8.34	4.34	1.86	0.60	0.51
PENNSYLVANIA	7.46	3.76	1.55	1.07	0.69
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	11.26	6.89	2.11	0.52	0.96
SOUTH CAROLINA	9.08	3.89	2.18	1.92	0.61
SOUTH DAKOTA	7.16	3.60	1.80	0.84	0.33
TENNESSEE	10.04	5.07	2.21	1.33	0.30
TEXAS	8.87	5.35	1.39	0.52	0.73
UTAH	7.90	4.44	1.36	0.57	0.80
VERMONT	7.67	3.44	1.29	1.06	1.14
VIRGINIA	9.09	4.64	1.80	1.01	0.83
WASHINGTON	7.62	3.53	1.28	0.65	0.45
WEST VIRGINIA	10.32	4.72	2.73	1.94	0.49
WISCONSIN	7.66	3.54	1.37	1.02	1.31
WYOMING	8.62	4.44	2.19	0.51	0.70
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.50	4.36	1.73	0.96	0.74

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B By Disability, During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.14	0.10	0.06	0.15	0.04
ALASKA	0.26	0.12	0.05	0.20	0.03
ARIZONA	0.14	0.13	0.08	0.07	0.05
ARKANSAS	0.14	0.10	0.03	0.40	0.03
CALIFORNIA	0.08	0.12	0.14	0.17	0.05
COLORADO	0.32	0.12	0.34	0.00	0.04
CONNECTICUT	0.25	0.11	0.03	0.48	0.08
DELAWARE	0.00	0.12	0.33	0.00	0.07
DISTRICT OF COLUMBIA	0.01	0.05	0.10	0.15	0.03
FLORIDA	0.00	0.09	0.16	0.08	0.03
GEORGIA	0.00	0.08	0.05	0.24	0.03
HAWAII	0.09	0.12	0.06	0.15	0.03
IDAHO	0.12	0.10	0.04	0.19	0.03
ILLINOIS	0.00	0.11	0.10	0.10	0.04
INDIANA	0.06	0.11	0.07	0.09	0.05
IOWA	0.08	0.13	0.16	0.00	0.03
KANSAS	0.25	0.09	0.08	0.35	0.03
KENTUCKY	0.16	0.09	0.05	0.18	0.05
LOUISIANA	0.08	0.13	0.12	0.41	0.04
MAINE	0.67	0.10	0.03	0.35	0.04
MARYLAND	0.43	0.12	0.05	0.29	0.03
MASSACHUSETTS	0.21	0.11	0.07	0.10	0.05
MICHIGAN	0.11	0.12	0.36	0.00	0.04
MINNESOTA	0.00	0.15	0.13	0.32	0.03
MISSISSIPPI	0.06	0.08	0.18	0.00	0.03
MISSOURI	0.05	0.09	0.06	0.21	0.03
MONTANA	0.22	0.10	0.03	0.25	0.03
NEBRASKA	0.11	0.15	0.13	0.31	0.05
NEVADA	0.12	0.10	0.07	0.14	0.03
NEW HAMPSHIRE	0.13	0.10	0.06	0.79	0.05
NEW JERSEY	0.72	0.08	0.04	0.04	0.02
NEW MEXICO	0.21	0.10	0.10	0.21	0.04
NEW YORK	0.42	0.13	0.07	0.29	0.04
NORTH CAROLINA	0.09	0.13	0.06	0.40	0.04
NORTH DAKOTA	0.00	0.06	0.08	0.16	0.03
OHIO	0.44	0.10	0.09	0.12	0.04
OKLAHOMA	0.18	0.09	0.05	0.10	0.04
OREGON	0.00	0.21	0.15	0.31	0.08
PENNSYLVANIA	0.05	0.11	0.05	0.02	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.10	0.09	0.07	0.41	0.03
SOUTH CAROLINA	0.05	0.12	0.09	0.14	0.05
SOUTH DAKOTA	0.26	0.08	0.06	0.11	0.03
TENNESSEE	0.16	0.11	0.10	0.63	0.08
TEXAS	0.07	0.12	0.11	0.47	0.05
UTAH	0.23	0.13	0.03	0.10	0.06
VERMONT	0.07	0.11	0.06	0.42	0.03
VIRGINIA	0.27	0.09	0.05	0.29	0.04
WASHINGTON	0.26	0.19	0.08	1.11	0.03
WEST VIRGINIA	0.00	0.09	0.05	0.19	0.05
WISCONSIN	0.00	0.10	0.12	0.11	0.03
WYOMING	0.00	0.13	0.12	0.42	0.04
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.16	0.11	0.11	0.22	0.04

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

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Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B By Disability, During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.03	0.00	0.02
ALASKA	0.03	0.01	0.03
ARIZONA	0.03	0.01	0.00
ARKANSAS	0.03	0.00	0.02
CALIFORNIA	0.04	0.00	0.01
COLORADO	0.01	0.01	0.02
CONNECTICUT	0.06	0.00	0.01
DELAWARE	0.09	0.02	0.00
DISTRICT OF COLUMBIA	0.08	0.01	0.01
FLORIDA	0.05	0.00	0.01
GEORGIA	0.03	0.00	0.01
HAWAII	0.03	0.00	0.01
IDAHO	0.03	0.00	0.04
ILLINOIS	0.03	0.00	0.01
INDIANA	0.07	0.00	0.02
IOWA	0.05	0.01	0.02
KANSAS	0.04	0.00	0.04
KENTUCKY	0.02	0.00	0.01
LOUISIANA	0.06	0.00	0.02
MAINE	0.04	0.00	0.03
MARYLAND	0.05	0.00	0.02
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.08	0.00	0.00
MINNESOTA	0.06	0.00	0.01
MISSISSIPPI	0.02	0.00	0.01
MISSOURI	0.05	0.01	0.02
MONTANA	0.03	0.01	0.03
NEBRASKA	0.03	0.00	0.03
NEVADA	0.03	0.00	0.01
NEW HAMPSHIRE	0.02	0.00	0.01
NEW JERSEY	0.06	0.00	0.00
NEW MEXICO	0.02	0.00	0.04
NEW YORK	0.08	0.00	0.02
NORTH CAROLINA	0.08	0.00	0.01
NORTH DAKOTA	0.03	0.03	0.01
OHIO	0.01	0.00	0.01
OKLAHOMA	0.03	0.00	0.02
OREGON	0.25	0.00	0.03
PENNSYLVANIA	0.05	0.00	0.05
PUERTO RICO	.	.	.
RHODE ISLAND	0.04	0.00	0.02
SOUTH CAROLINA	0.02	0.00	0.00
SOUTH DAKOTA	0.04	0.00	0.02
TENNESSEE	0.04	0.00	0.02
TEXAS	0.05	0.00	0.01
UTAH	0.03	0.01	0.13
VERMONT	0.04	0.00	0.02
VIRGINIA	0.06	0.00	0.01
WASHINGTON	0.02	0.00	0.01
WEST VIRGINIA	0.03	0.01	0.02
WISCONSIN	0.04	0.00	0.02
WYOMING	0.02	0.00	0.05
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	0.05	0.00	0.02

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

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Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	11.75	5.00	2.27	3.08	0.73
ALASKA	12.00	7.56	2.51	0.47	0.57
ARIZONA	8.52	5.06	1.59	0.72	0.57
ARKANSAS	9.99	4.72	1.72	2.50	0.09
CALIFORNIA	9.01	5.51	2.02	0.44	0.31
COLORADO	9.11	4.88	1.55	0.41	1.24
CONNECTICUT	12.56	6.53	2.17	0.63	1.97
DELAWARE	11.18	7.19	1.27	1.44	0.51
DISTRICT OF COLUMBIA	9.10	5.34	0.72	1.45	1.08
FLORIDA	12.32	5.79	3.18	1.39	1.46
GEORGIA	9.30	3.00	2.08	1.95	1.72
HAWAII	7.28	3.74	1.23	1.00	0.70
IDAHO	8.33	4.93	1.40	1.08	0.22
ILLINOIS	10.91	5.53	2.53	1.07	1.29
INDIANA	11.61	4.86	3.47	1.86	0.82
IOWA	11.40	5.38	1.59	2.30	1.54
KANSAS	9.63	4.15	2.26	1.15	0.96
KENTUCKY	9.87	3.12	2.81	2.54	0.70
LOUISIANA	9.19	4.15	1.93	1.36	0.69
MAINE	12.65	5.62	3.00	0.55	1.93
MARYLAND	10.60	5.03	2.98	0.65	0.76
MASSACHUSETTS	14.53	8.99	2.33	1.31	1.21
MICHIGAN	9.57	4.62	2.09	1.05	0.96
MINNESOTA	9.80	4.28	1.73	1.03	1.89
MISSISSIPPI	11.22	5.68	3.61	1.40	0.06
MISSOURI	11.54	6.22	2.50	1.19	0.98
MONTANA	9.51	5.40	1.99	0.61	0.65
NEBRASKA	11.32	4.86	2.97	1.62	0.89
NEVADA	9.47	6.09	1.73	0.54	0.51
NEW HAMPSHIRE	10.87	5.71	2.40	0.40	0.95
NEW JERSEY	13.55	7.50	3.65	0.29	0.96
NEW MEXICO	12.38	7.30	2.68	0.53	0.97
NEW YORK	11.14	6.51	1.46	0.49	1.42
NORTH CAROLINA	10.68	4.60	2.23	2.03	0.79
NORTH DAKOTA	8.85	4.36	2.54	0.91	0.54
OHIO	10.25	3.86	2.57	2.33	0.58
OKLAHOMA	10.54	5.61	2.30	1.61	0.41
OREGON	10.39	5.44	2.40	0.66	0.63
PENNSYLVANIA	9.16	4.61	2.02	1.24	0.84
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	13.80	8.46	2.72	0.58	1.09
SOUTH CAROLINA	11.68	5.02	2.93	2.35	0.79
SOUTH DAKOTA	8.89	4.47	2.34	0.96	0.41
TENNESSEE	12.65	6.35	2.92	1.58	0.39
TEXAS	11.02	6.63	1.82	0.58	0.92
UTAH	10.06	5.73	1.80	0.64	1.03
VERMONT	9.41	4.24	1.64	1.23	1.39
VIRGINIA	11.62	5.93	2.41	1.20	1.05
WASHINGTON	9.45	4.37	1.66	0.76	0.55
WEST VIRGINIA	13.38	6.01	3.75	2.41	0.64
WISCONSIN	9.42	4.35	1.77	1.17	1.61
WYOMING	10.83	5.56	2.84	0.56	0.88
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	10.59	5.43	2.26	1.13	0.92

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

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Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.07	0.20	0.05
ALASKA	0.30	0.15	0.06	0.25	0.04
ARIZONA	0.15	0.15	0.09	0.08	0.06
ARKANSAS	0.17	0.12	0.03	0.52	0.04
CALIFORNIA	0.08	0.15	0.17	0.21	0.06
COLORADO	0.37	0.15	0.43	0.00	0.05
CONNECTICUT	0.30	0.13	0.04	0.60	0.09
DELAWARE	0.00	0.15	0.41	0.00	0.10
DISTRICT OF COLUMBIA	0.01	0.05	0.12	0.18	0.03
FLORIDA	0.00	0.11	0.20	0.09	0.04
GEORGIA	0.00	0.10	0.06	0.31	0.04
HAWAII	0.11	0.15	0.07	0.19	0.03
IDAHO	0.15	0.12	0.05	0.24	0.03
ILLINOIS	0.00	0.14	0.12	0.12	0.05
INDIANA	0.07	0.14	0.09	0.11	0.07
IOWA	0.09	0.16	0.21	0.00	0.04
KANSAS	0.30	0.11	0.10	0.45	0.04
KENTUCKY	0.19	0.10	0.06	0.24	0.06
LOUISIANA	0.09	0.16	0.14	0.52	0.05
MAINE	0.82	0.12	0.04	0.44	0.04
MARYLAND	0.49	0.14	0.06	0.36	0.04
MASSACHUSETTS	0.22	0.13	0.09	0.11	0.06
MICHIGAN	0.12	0.15	0.45	0.00	0.05
MINNESOTA	0.00	0.19	0.15	0.40	0.04
MISSISSIPPI	0.06	0.10	0.22	0.00	0.04
MISSOURI	0.06	0.11	0.07	0.26	0.04
MONTANA	0.26	0.12	0.04	0.31	0.04
NEBRASKA	0.12	0.18	0.16	0.39	0.07
NEVADA	0.13	0.12	0.08	0.18	0.04
NEW HAMPSHIRE	0.15	0.12	0.08	0.96	0.06
NEW JERSEY	0.86	0.10	0.05	0.05	0.02
NEW MEXICO	0.26	0.13	0.13	0.27	0.05
NEW YORK	0.50	0.15	0.09	0.37	0.05
NORTH CAROLINA	0.11	0.16	0.08	0.52	0.05
NORTH DAKOTA	0.00	0.07	0.10	0.20	0.04
OHIO	0.48	0.12	0.11	0.14	0.05
OKLAHOMA	0.21	0.11	0.06	0.12	0.05
OREGON	0.00	0.26	0.18	0.39	0.09
PENNSYLVANIA	0.06	0.14	0.06	0.02	0.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.12	0.11	0.09	0.51	0.04
SOUTH CAROLINA	0.06	0.15	0.11	0.18	0.06
SOUTH DAKOTA	0.30	0.10	0.07	0.14	0.03
TENNESSEE	0.18	0.14	0.12	0.81	0.10
TEXAS	0.08	0.14	0.13	0.59	0.05
UTAH	0.24	0.16	0.04	0.13	0.07
VERMONT	0.07	0.13	0.07	0.53	0.03
VIRGINIA	0.34	0.11	0.07	0.38	0.04
WASHINGTON	0.29	0.24	0.11	1.40	0.03
WEST VIRGINIA	0.00	0.12	0.07	0.25	0.06
WISCONSIN	0.00	0.13	0.14	0.14	0.04
WYOMING	0.00	0.16	0.15	0.52	0.05
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.18	0.14	0.13	0.28	0.05

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.04	0.00	0.02
ALASKA	0.04	0.01	0.04
ARIZONA	0.04	0.01	0.00
ARKANSAS	0.04	0.00	0.02
CALIFORNIA	0.05	0.00	0.01
COLORADO	0.01	0.01	0.02
CONNECTICUT	0.07	0.00	0.01
DELAWARE	0.10	0.02	0.00
DISTRICT OF COLUMBIA	0.09	0.01	0.01
FLORIDA	0.06	0.00	0.01
GEORGIA	0.04	0.00	0.01
HAWAII	0.04	0.00	0.01
IDAHO	0.04	0.00	0.04
ILLINOIS	0.04	0.00	0.01
INDIANA	0.09	0.01	0.03
IOWA	0.06	0.01	0.03
KANSAS	0.05	0.00	0.05
KENTUCKY	0.03	0.00	0.02
LOUISIANA	0.07	0.00	0.02
MAINE	0.05	0.00	0.03
MARYLAND	0.06	0.00	0.02
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.09	0.00	0.00
MINNESOTA	0.07	0.00	0.02
MISSISSIPPI	0.03	0.00	0.01
MISSOURI	0.06	0.01	0.02
MONTANA	0.04	0.02	0.03
NEBRASKA	0.03	0.00	0.04
NEVADA	0.03	0.00	0.01
NEW HAMPSHIRE	0.02	0.00	0.01
NEW JERSEY	0.07	0.00	0.00
NEW MEXICO	0.02	0.00	0.04
NEW YORK	0.09	0.00	0.02
NORTH CAROLINA	0.10	0.00	0.02
NORTH DAKOTA	0.04	0.04	0.01
OHIO	0.01	0.00	0.01
OKLAHOMA	0.03	0.00	0.02
OREGON	0.30	0.00	0.04
PENNSYLVANIA	0.06	0.00	0.06
PUERTO RICO	.	.	.
RHODE ISLAND	0.04	0.00	0.03
SOUTH CAROLINA	0.03	0.00	0.01
SOUTH DAKOTA	0.04	0.00	0.02
TENNESSEE	0.05	0.00	0.02
TEXAS	0.06	0.00	0.01
UTAH	0.03	0.01	0.17
VERMONT	0.05	0.00	0.02
VIRGINIA	0.07	0.00	0.02
WASHINGTON	0.03	0.00	0.01
WEST VIRGINIA	0.04	0.01	0.02
WISCONSIN	0.05	0.00	0.02
WYOMING	0.03	0.00	0.07
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	0.06	0.00	0.02

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July 1995.

Please see data notes for an explanation of individual State differences.

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Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	11.47	4.88	2.21	3.01	0.72
ALASKA	11.94	7.53	2.50	0.47	0.57
ARIZONA	8.51	5.06	1.58	0.72	0.57
ARKANSAS	9.69	4.57	1.67	2.42	0.09
CALIFORNIA	8.98	5.49	2.01	0.44	0.31
COLORADO	9.11	4.88	1.55	0.41	1.23
CONNECTICUT	12.71	6.61	2.20	0.64	2.00
DELAWARE	12.01	7.72	1.36	1.55	0.55
DISTRICT OF COLUMBIA	7.62	4.47	0.61	1.22	0.90
FLORIDA	12.48	5.87	3.22	1.40	1.48
GEORGIA	8.94	2.88	2.00	1.88	1.65
HAWAII	7.60	3.90	1.29	1.04	0.73
IDAHO	8.22	4.87	1.39	1.07	0.22
ILLINOIS	11.45	5.81	2.66	1.13	1.35
INDIANA	11.80	4.93	3.53	1.89	0.83
IOWA	11.38	5.37	1.59	2.30	1.54
KANSAS	9.78	4.22	2.29	1.17	0.97
KENTUCKY	10.18	3.21	2.89	2.62	0.72
LOUISIANA	9.82	4.44	2.06	1.45	0.73
MAINE	12.30	5.46	2.92	0.53	1.88
MARYLAND	10.86	5.15	3.05	0.66	0.78
MASSACHUSETTS	14.85	9.19	2.38	1.34	1.23
MICHIGAN	9.83	4.74	2.15	1.08	0.99
MINNESOTA	10.02	4.38	1.77	1.05	1.93
MISSISSIPPI	11.40	5.76	3.67	1.43	0.06
MISSOURI	12.33	6.65	2.68	1.27	1.05
MONTANA	9.57	5.43	2.01	0.61	0.65
NEBRASKA	11.89	5.10	3.12	1.70	0.94
NEVADA	9.11	5.86	1.66	0.52	0.49
NEW HAMPSHIRE	11.46	6.03	2.53	0.42	1.01
NEW JERSEY	14.33	7.93	3.86	0.30	1.02
NEW MEXICO	12.56	7.41	2.72	0.54	0.98
NEW YORK	11.42	6.67	1.49	0.50	1.46
NORTH CAROLINA	10.79	4.65	2.26	2.05	0.80
NORTH DAKOTA	8.87	4.37	2.55	0.92	0.54
OHIO	10.73	4.04	2.69	2.44	0.60
OKLAHOMA	10.25	5.45	2.24	1.57	0.40
OREGON	10.67	5.59	2.46	0.68	0.65
PENNSYLVANIA	9.95	5.00	2.19	1.35	0.91
PUERTO RICO	5.74	2.54	0.52	1.93	0.14
RHODE ISLAND	14.41	8.83	2.84	0.61	1.14
SOUTH CAROLINA	11.46	4.92	2.87	2.31	0.78
SOUTH DAKOTA	8.81	4.43	2.32	0.95	0.41
TENNESSEE	12.48	6.27	2.88	1.56	0.38
TEXAS	10.34	6.22	1.71	0.55	0.86
UTAH	9.65	5.49	1.72	0.62	0.99
VERMONT	8.98	4.05	1.57	1.17	1.32
VIRGINIA	11.33	5.78	2.35	1.17	1.03
WASHINGTON	9.44	4.36	1.66	0.76	0.55
WEST VIRGINIA	12.82	5.76	3.59	2.30	0.61
WISCONSIN	10.12	4.68	1.91	1.26	1.73
WYOMING	10.50	5.40	2.76	0.54	0.85
AMERICAN SAMOA	2.06	1.60	0.04	0.19	0.01
GUAM	4.66	3.44	0.45	0.32	0.02
NORTHERN MARIANAS	2.13	1.19	0.08	0.33	0.02
PALAU	.	.	.	.	.
VIRGIN ISLANDS	6.51	2.26	0.80	2.80	0.20
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.62	5.44	2.25	1.15	0.91
50 STATES, D.C. & P.R.	10.63	5.44	2.26	1.15	0.91

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on 1995-1996 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.07	0.19	0.05
ALASKA	0.30	0.15	0.06	0.24	0.04
ARIZONA	0.15	0.15	0.09	0.08	0.06
ARKANSAS	0.17	0.12	0.03	0.51	0.04
CALIFORNIA	0.08	0.15	0.17	0.21	0.06
COLORADO	0.37	0.15	0.43	0.00	0.05
CONNECTICUT	0.30	0.14	0.04	0.61	0.09
DELAWARE	0.00	0.16	0.44	0.00	0.10
DISTRICT OF COLUMBIA	0.01	0.05	0.10	0.15	0.03
FLORIDA	0.00	0.11	0.20	0.09	0.04
GEORGIA	0.00	0.09	0.06	0.29	0.04
HAWAII	0.11	0.16	0.07	0.20	0.03
IDAHO	0.14	0.12	0.05	0.24	0.03
ILLINOIS	0.00	0.15	0.12	0.13	0.05
INDIANA	0.07	0.14	0.10	0.12	0.07
IOWA	0.09	0.16	0.21	0.00	0.04
KANSAS	0.31	0.11	0.10	0.45	0.04
KENTUCKY	0.19	0.11	0.06	0.25	0.06
LOUISIANA	0.10	0.17	0.15	0.56	0.06
MAINE	0.80	0.12	0.04	0.42	0.04
MARYLAND	0.51	0.14	0.06	0.37	0.04
MASSACHUSETTS	0.23	0.14	0.09	0.11	0.06
MICHIGAN	0.12	0.15	0.46	0.00	0.05
MINNESOTA	0.00	0.19	0.16	0.41	0.04
MISSISSIPPI	0.07	0.10	0.23	0.00	0.04
MISSOURI	0.07	0.12	0.08	0.28	0.04
MONTANA	0.26	0.12	0.04	0.31	0.04
NEBRASKA	0.12	0.19	0.17	0.41	0.07
NEVADA	0.13	0.12	0.08	0.17	0.03
NEW HAMPSHIRE	0.16	0.13	0.08	1.01	0.06
NEW JERSEY	0.91	0.10	0.05	0.05	0.03
NEW MEXICO	0.26	0.13	0.13	0.27	0.05
NEW YORK	0.51	0.16	0.09	0.38	0.05
NORTH CAROLINA	0.11	0.16	0.08	0.53	0.05
NORTH DAKOTA	0.00	0.07	0.10	0.20	0.04
OHIO	0.50	0.12	0.12	0.15	0.05
OKLAHOMA	0.21	0.11	0.06	0.12	0.04
OREGON	0.00	0.27	0.18	0.40	0.10
PENNSYLVANIA	0.06	0.15	0.06	0.02	0.07
PUERTO RICO	0.16	0.12	0.08	0.12	0.08
RHODE ISLAND	0.12	0.12	0.09	0.53	0.04
SOUTH CAROLINA	0.05	0.14	0.11	0.18	0.06
SOUTH DAKOTA	0.30	0.10	0.07	0.14	0.03
TENNESSEE	0.18	0.14	0.12	0.80	0.10
TEXAS	0.07	0.13	0.13	0.55	0.05
UTAH	0.23	0.15	0.04	0.13	0.07
VERMONT	0.07	0.13	0.07	0.50	0.03
VIRGINIA	0.33	0.11	0.07	0.38	0.04
WASHINGTON	0.29	0.24	0.11	1.40	0.03
WEST VIRGINIA	0.00	0.11	0.07	0.24	0.06
WISCONSIN	0.00	0.14	0.15	0.15	0.04
WYOMING	0.00	0.16	0.14	0.51	0.05
AMERICAN SAMOA	0.09	0.07	0.01	0.01	0.02
GUAM	0.13	0.09	0.05	0.10	0.04
NORTHERN MARIANAS	0.27	0.08	0.06	0.05	0.01
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.09	0.09	0.04	0.09	0.09
BUR. OF INDIAN AFFAIRS	.	-	-	-	.
U.S. AND OUTLYING AREAS	0.18	0.14	0.13	0.28	0.05
50 STATES, D.C. & P.R.	0.18	0.14	0.13	0.28	0.05

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on 1995-1996 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

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Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.04	0.00	0.02
ALASKA	0.04	0.01	0.04
ARIZONA	0.04	0.01	0.00
ARKANSAS	0.04	0.00	0.02
CALIFORNIA	0.05	0.00	0.01
COLORADO	0.01	0.01	0.02
CONNECTICUT	0.07	0.00	0.01
DELAWARE	0.11	0.03	0.00
DISTRICT OF COLUMBIA	0.08	0.01	0.01
FLORIDA	0.06	0.00	0.01
GEORGIA	0.04	0.00	0.01
HAWAII	0.04	0.00	0.02
IDAHO	0.04	0.00	0.04
ILLINOIS	0.04	0.00	0.01
INDIANA	0.09	0.01	0.03
IOWA	0.06	0.01	0.03
KANSAS	0.05	0.00	0.05
KENTUCKY	0.03	0.00	0.02
LOUISIANA	0.07	0.00	0.02
MAINE	0.05	0.00	0.03
MARYLAND	0.06	0.00	0.02
MASSACHUSETTS	0.05	0.00	0.03
MICHIGAN	0.09	0.00	0.00
MINNESOTA	0.08	0.00	0.02
MISSISSIPPI	0.03	0.00	0.01
MISSOURI	0.06	0.01	0.02
MONTANA	0.04	0.02	0.03
NEBRASKA	0.03	0.00	0.04
NEVADA	0.03	0.00	0.01
NEW HAMPSHIRE	0.02	0.00	0.01
NEW JERSEY	0.07	0.00	0.00
NEW MEXICO	0.02	0.00	0.04
NEW YORK	0.09	0.00	0.02
NORTH CAROLINA	0.10	0.00	0.02
NORTH DAKOTA	0.04	0.04	0.01
OHIO	0.01	0.00	0.01
OKLAHOMA	0.03	0.00	0.02
OREGON	0.31	0.00	0.04
PENNSYLVANIA	0.06	0.00	0.06
PUERTO RICO	0.05	0.00	0.00
RHODE ISLAND	0.04	0.00	0.03
SOUTH CAROLINA	0.03	0.00	0.01
SOUTH DAKOTA	0.04	0.00	0.02
TENNESSEE	0.05	0.00	0.02
TEXAS	0.06	0.00	0.01
UTAH	0.03	0.01	0.16
VERMONT	0.05	0.00	0.02
VIRGINIA	0.07	0.00	0.02
WASHINGTON	0.03	0.00	0.01
WEST VIRGINIA	0.04	0.01	0.02
WISCONSIN	0.05	0.00	0.02
WYOMING	0.03	0.00	0.07
AMERICAN SAMOA	0.00	0.02	0.00
GUAM	0.01	0.00	0.01
NORTHERN MARIANAS	0.03	0.01	0.00
PALAU	.	.	
VIRGIN ISLANDS	0.03	0.01	0.00
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	0.06	0.00	0.02
50 STATES, D.C. & P.R.	0.06	0.00	0.02

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on 1995-1996 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Please see data notes for an explanation of individual State differences.

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1987-88 Through 1995-96 School Years

	1987-88	1988-89	1989-90	1990-91	1991-92
AGE GROUP 0-2a	29,717	34,270	37,014	50,924	145,313
AGE GROUP 3-5	335,771	360,281	385,587	394,766	420,403

AGE GROUP 6-11

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	811,250	850,907	881,858	922,444	960,876
SPEECH OR LANGUAGE IMPAIRMENTS	838,315	853,599	863,302	875,618	882,392
MENTAL RETARDATION	215,267	216,428	216,136	214,884	218,247
SERIOUS EMOTIONAL DISTURBANCE	131,020	134,661	137,405	140,172	141,708
MULTIPLE DISABILITIES	38,742	42,151	43,966	50,595	50,124
HEARING IMPAIRMENTS	26,848	28,022	28,397	29,013	29,780
ORTHOPEDIC IMPAIRMENTS	23,806	24,520	25,491	26,457	27,773
OTHER HEALTH IMPAIRMENTS	21,271	23,949	25,955	28,297	29,292
VISUAL IMPAIRMENTS	10,414	10,623	10,956	11,347	11,635
AUTISM	.	.	.	.	3,046
DEAF-BLINDNESS	593	647	684	651	608
TRAUMATIC BRAIN INJURY	.	.	.	.	79
ALL DISABILITIES	2,117,526	2,185,507	2,234,150	2,299,478	2,355,560

AGE GROUP 12-17

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	1,036,628	1,042,348	1,073,455	1,115,445	1,176,035
SPEECH OR LANGUAGE IMPAIRMENTS	111,014	105,969	106,604	104,144	112,136
MENTAL RETARDATION	302,549	281,861	271,228	264,624	266,240
SERIOUS EMOTIONAL DISTURBANCE	220,761	217,703	222,543	229,293	236,431
MULTIPLE DISABILITIES	30,202	30,325	32,042	35,014	36,210
HEARING IMPAIRMENTS	25,029	24,378	24,829	25,622	26,335
ORTHOPEDIC IMPAIRMENTS	18,942	18,430	18,392	18,812	19,593
OTHER HEALTH IMPAIRMENTS	21,390	22,466	22,962	24,177	25,701
VISUAL IMPAIRMENTS	10,546	10,124	9,980	10,350	10,530
AUTISM	.	.	.	.	1,749
DEAF-BLINDNESS	552	525	624	587	594
TRAUMATIC BRAIN INJURY	.	.	.	.	127
ALL DISABILITIES	1,777,613	1,754,729	1,782,657	1,831,868	1,911,681

AGE GROUP 18-21

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	94,426	101,931	106,765	106,128	110,093
SPEECH OR LANGUAGE IMPAIRMENTS	4,239	5,817	4,350	4,016	4,376
MENTAL RETARDATION	80,954	78,382	76,538	71,949	68,775
SERIOUS EMOTIONAL DISTURBANCE	20,599	20,838	21,691	21,499	22,072
MULTIPLE DISABILITIES	10,079	11,404	11,949	12,020	12,074
HEARING IMPAIRMENTS	4,995	4,717	4,680	4,576	4,612
ORTHOPEDIC IMPAIRMENTS	4,218	4,245	4,167	4,071	4,023
OTHER HEALTH IMPAIRMENTS	3,395	3,906	3,816	3,875	3,756
VISUAL IMPAIRMENTS	1,861	1,714	1,930	1,985	1,918
AUTISM	.	.	.	.	620
DEAF-BLINDNESS	309	322	325	286	225
TRAUMATIC BRAIN INJURY	.	.	.	.	39
ALL DISABILITIES	225,075	233,276	236,211	230,405	232,583

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a/ Data from 1987-88 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under IDEA, Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 through 1995-96.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

October 1, 1996.

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1987-88 Through 1995-96 School Years

	1992-93	1993-94	1994-95	1995-96
AGE GROUP 0-2[a]	145,179	152,287	165,351	177,734
AGE GROUP 3-5	455,449	491,685	522,710	548,441

AGE GROUP 6-11

DISABILITY	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	997,580	1,009,926	1,041,816	1,071,040
SPEECH OR LANGUAGE IMPAIRMENTS	888,935	901,137	905,224	910,118
MENTAL RETARDATION	209,487	220,314	229,454	235,177
SERIOUS EMOTIONAL DISTURBANCE	137,269	140,655	144,595	146,870
MULTIPLE DISABILITIES	52,472	55,075	43,889	45,922
HEARING IMPAIRMENTS	29,363	31,178	31,464	32,462
ORTHOPEDIC IMPAIRMENTS	29,138	31,634	33,521	34,552
OTHER HEALTH IMPAIRMENTS	33,487	43,491	56,856	71,210
VISUAL IMPAIRMENTS	11,210	11,731	11,557	11,840
AUTISM	8,914	11,158	13,716	17,478
DEAF-BLINDNESS	554	564	524	534
TRAUMATIC BRAIN INJURY	1,507	2,111	2,871	3,858
ALL DISABILITIES	2,399,916	2,458,974	2,515,487	2,581,061

AGE GROUP 12-17

DISABILITY	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	1,252,188	1,296,880	1,347,294	1,396,367
SPEECH OR LANGUAGE IMPAIRMENTS	104,904	112,625	110,859	111,562
MENTAL RETARDATION	258,619	269,347	279,214	286,908
SERIOUS EMOTIONAL DISTURBANCE	242,319	251,584	260,891	267,220
MULTIPLE DISABILITIES	38,368	42,077	34,231	36,233
HEARING IMPAIRMENTS	26,966	29,039	29,545	31,066
ORTHOPEDIC IMPAIRMENTS	19,594	21,321	23,069	24,588
OTHER HEALTH IMPAIRMENTS	29,150	35,889	46,054	57,437
VISUAL IMPAIRMENTS	10,641	11,358	11,445	11,889
AUTISM	4,893	5,832	6,760	8,741
DEAF-BLINDNESS	599	583	600	607
TRAUMATIC BRAIN INJURY	1,844	2,559	3,486	4,506
ALL DISABILITIES	1,990,085	2,079,094	2,153,448	2,237,124

AGE GROUP 18-21

DISABILITY	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	116,719	121,306	121,114	129,824
SPEECH OR LANGUAGE IMPAIRMENTS	4,210	4,446	4,248	4,261
MENTAL RETARDATION	64,256	64,208	61,850	63,223
SERIOUS EMOTIONAL DISTURBANCE	22,064	22,832	22,563	24,127
MULTIPLE DISABILITIES	12,439	12,578	11,500	12,001
HEARING IMPAIRMENTS	4,287	4,450	4,195	4,542
ORTHOPEDIC IMPAIRMENTS	3,856	3,887	3,877	4,060
OTHER HEALTH IMPAIRMENTS	3,426	3,700	4,223	4,772
VISUAL IMPAIRMENTS	1,693	1,724	1,711	1,755
AUTISM	1,773	2,068	2,188	2,608
DEAF-BLINDNESS	241	220	207	221
TRAUMATIC BRAIN INJURY	609	725	902	1,079
ALL DISABILITIES	235,573	242,144	238,578	252,473

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[a] Data from 1987-88 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under IDEA, Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 through 1995-96.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

October 1, 1996

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1987-88 Through 1995-96 School Years

	AGE GROUP 6-21				
DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	1,942,304	1,995,186	2,062,076	2,144,017	2,247,004
SPEECH OR LANGUAGE IMPAIRMENTS	953,568	965,385	974,256	987,778	998,904
MENTAL RETARDATION	598,770	576,671	563,902	551,457	553,262
SERIOUS EMOTIONAL DISTURBANCE	372,380	373,202	381,639	390,764	400,211
MULTIPLE DISABILITIES	79,023	84,480	87,957	97,629	98,408
HEARING IMPAIRMENTS	56,872	57,117	57,906	59,211	60,727
ORTHOPEDIC IMPAIRMENTS	46,966	47,195	48,050	49,340	51,389
OTHER HEALTH IMPAIRMENTS	46,056	50,321	52,733	56,349	58,749
VISUAL IMPAIRMENTS	22,821	22,461	22,866	23,682	24,083
AUTISM	.	.	.	.	5,415
DEAF-BLINDNESS	1,454	1,494	1,633	1,524	1,427
TRAUMATIC BRAIN INJURY	.	.	.	.	245
ALL DISABILITIES	4,120,214	4,173,512	4,253,018	4,361,751	4,499,824

	AGE GROUP 6-21			
DISABILITY	1992-93	1993-94	1994-95	1995-96
SPECIFIC LEARNING DISABILITIES	2,366,487	2,428,112	2,510,224	2,597,231
SPEECH OR LANGUAGE IMPAIRMENTS	998,049	1,018,208	1,020,331	1,025,941
MENTAL RETARDATION	532,362	553,869	570,518	585,308
SERIOUS EMOTIONAL DISTURBANCE	401,652	415,071	428,049	438,217
MULTIPLE DISABILITIES	103,279	109,730	89,620	94,156
HEARING IMPAIRMENTS	60,616	64,667	65,204	68,070
ORTHOPEDIC IMPAIRMENTS	52,588	56,842	60,467	63,200
OTHER HEALTH IMPAIRMENTS	66,063	83,080	107,133	133,419
VISUAL IMPAIRMENTS	23,544	24,813	24,713	25,484
AUTISM	15,580	19,058	22,664	28,827
DEAF-BLINDNESS	1,394	1,367	1,331	1,362
TRAUMATIC BRAIN INJURY	3,960	5,395	7,259	9,443
ALL DISABILITIES	4,625,574	4,780,212	4,907,513	5,070,658

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a/ Data from 1987-88 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under IDEA, Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 through 1995-96.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

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Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL
ALABAMA	43,950	37,382	15,142	1,223	164	600	203
ALASKA	10,516	4,429	2,294	6	37	10	22
ARIZONA	29,472	26,337	14,364	1,188	668	137	151
ARKANSAS	21,694	20,486	7,486	153	1,530	5	584
CALIFORNIA	280,950	105,756	136,766	7,530	8,595	1,072	1,717
COLORADO	47,456	11,213	6,873	850	130	474	611
CONNECTICUT	41,628	13,855	14,389	1,144	1,689	35	684
DELAWARE	4,153	9,287	1,182	706	2	7	14
DISTRICT OF COLUMBIA	900	1,248	2,875	891	588	0	105
FLORIDA	117,766	64,516	94,467	6,617	860	1,256	8
GEORGIA	54,374	39,816	32,658	856	185	10	132
HAWAII	6,709	4,974	3,544	58	9	6	15
IDAHO	14,535	5,331	2,134	231	24	4	54
ILLINOIS	68,788	85,066	78,085	10,469	5,017	1,056	763
INDIANA	78,723	15,551	30,808	2,125	125	603	186
IOWA	38,913	16,651	6,495	1,059	.	577	124
KANSAS	25,865	16,213	7,649	949	390	400	63
KENTUCKY	42,513	26,386	10,142	537	139	613	32
LOUISIANA	31,521	16,053	38,139	1,157	65	1,135	54
MAINE	15,438	10,138	3,258	254	831	16	251
MARYLAND	47,507	18,772	23,578	3,647	1,863	628	405
MASSACHUSETTS	104,035	20,824	22,313	2,465	4,726	.	1,065
MICHIGAN	82,494	45,521	40,890	10,062	.	359	182
MINNESOTA	56,440	21,377	9,679	4,414	364	779	245
MISSISSIPPI	22,539	24,413	16,913	579	118	438	33
MISSOURI	54,346	35,382	24,457	1,806	699	253	205
MONTANA	9,862	5,286	2,019	141	50	109	97
NEBRASKA	22,152	8,991	4,714	1,390	101	112	33
NEVADA	11,119	9,722	4,584	864	1	0	7
NEW HAMPSHIRE	12,346	5,264	4,593	684	301	61	358
NEW JERSEY	86,963	29,873	55,973	5,994	10,103	1,525	128
NEW MEXICO	14,408	12,982	16,959	17	4	422	22
NEW YORK	130,612	49,178	117,816	24,964	7,321	2,149	1,751
NORTH CAROLINA	81,388	28,802	24,229	2,151	643	929	19
NORTH DAKOTA	9,144	1,529	1,093	217	27	63	56
OHIO	129,004	51,707	35,075	4,870	0	773	0
OKLAHOMA	34,972	23,341	11,049	662	61	373	67
OREGON	40,823	11,124	4,994	792	796	220	168
PENNSYLVANIA	78,503	58,229	60,125	3,620	3,248	1,258	584
PUERTO RICO	2,890	21,404	11,911	1,710	844	174	42
RHODE ISLAND	12,021	4,419	5,803	185	629	0	326
SOUTH CAROLINA	30,389	30,120	20,033	1,311	34	396	25
SOUTH DAKOTA	9,581	3,734	1,839	92	119	109	257
TENNESSEE	61,501	35,630	21,960	1,153	996	580	534
TEXAS	113,650	194,041	99,058	2,174	138	539	24
UTAH	18,799	16,357	9,372	1,303	0	779	.
VERMONT	8,979	471	532	129	149	13	183
VIRGINIA	52,237	42,398	36,288	1,502	991	915	345
WASHINGTON	52,391	30,534	19,399	1,076	330	204	14
WEST VIRGINIA	4,523	31,767	8,302	194	36	260	13
WISCONSIN	38,912	38,425	23,100	1,210	48	358	20
WYOMING	6,240	3,538	896	42	47	97	60
AMERICAN SAMOA	279	105	60	0	0	0	0
GUAM	637	937	189	11	0	0	1
NORTHERN MARIANAS	239	32	10	0	0	0	0
PALAU	61	26	19	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1,815	4,354	1,104	16	18	67	30
U.S. AND OUTLYING AREAS	2,419,665	1,451,297	1,249,684	119,450	55,853	22,958	13,070
50 STATES, D.C. & P.R.	2,416,634	1,445,843	1,248,302	119,423	55,835	22,891	13,039

The number of students served in correctional facilities and in private schools not placed by public agencies are duplicate counts. These students are also reported as being served the other eight educational environments.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	NUMBER HOME HOSP ENVIR	 CORRECTIONAL FACILITY	 PRIVATE SCHOOLS NOT PLACED
ALABAMA	402	23	452
ALASKA	9	672	358
ARIZONA	145	96	425
ARKANSAS	802	24	53
CALIFORNIA	2,713	2,529	672
COLORADO	424	261	0
CONNECTICUT	263	323	1,079
DELAWARE	73	127	0
DISTRICT OF COLUMBIA	25	28	0
FLORIDA	3,683	903	988
GEORGIA	263	8	470
HAWAII	111	100	25
IDAHO	59	0	60
ILLINOIS	1,281	605	2,765
INDIANA	455	233	3,176
IOWA	209	248	975
KANSAS	132	138	441
KENTUCKY	398	116	1,252
LOUISIANA	587	168	1,550
MAINE	379	106	0
MARYLAND	371	401	599
MASSACHUSETTS	1,242	222	.
MICHIGAN	3,397	233	2,818
MINNESOTA	679	42	.
MISSISSIPPI	497	19	96
MISSOURI	249	529	2,093
MONTANA	79	32	4
NEBRASKA	533	51	1,291
NEVADA	66	126	33
NEW HAMPSHIRE	148	40	51
NEW JERSEY	1,074	281	12,645
NEW MEXICO	229	120	173
NEW YORK	2,680	846	13,912
NORTH CAROLINA	654	186	776
NORTH DAKOTA	46	4	0
OHIO	2,211	507	10,556
OKLAHOMA	284	42	0
OREGON	426	433	110
PENNSYLVANIA	1,869	391	1,209
PUERTO RICO	1,488	37	328
RHODE ISLAND	173	127	426
SOUTH CAROLINA	279	202	110
SOUTH DAKOTA	24	3	138
TENNESSEE	1,399	209	162
TEXAS	5,211	578	1,305
UTAH	157	87	0
VERMONT	264	0	52
VIRGINIA	1,490	454	423
WASHINGTON	535	143	492
WEST VIRGINIA	221	75	218
WISCONSIN	164	385	1,189
WYOMING	18	.	.
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
NORTHERN MARIANAS	5	0	10
PALAU	5	0	0
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	7	17	.
U.S. AND OUTLYING AREAS	40,587	13,530	65,960
50 STATES, D.C. & P.R.	40,570	13,513	65,950

The number of students served in correctional facilities and in private schools not placed by public agencies are duplicate counts. These students are also reported as being served the other eight educational environments.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AB1

Percentage of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	44.36	37.73	15.28	1.23	0.17	0.61	0.20	0.41
ALASKA	60.71	25.57	13.24	0.03	0.21	0.06	0.13	0.05
ARIZONA	40.67	36.35	19.82	1.64	0.92	0.19	0.21	0.20
ARKANSAS	41.13	38.84	14.19	0.29	2.90	0.01	1.11	1.52
CALIFORNIA	51.54	19.40	25.09	1.38	1.58	0.20	0.31	0.50
COLORADO	69.75	16.48	10.11	1.25	0.19	0.70	0.90	0.62
CONNECTICUT	56.49	18.80	19.53	1.55	2.29	0.05	0.93	0.36
DELAWARE	26.93	60.21	7.66	4.58	0.01	0.05	0.09	0.47
DISTRICT OF COLUMBIA	13.57	18.82	43.35	13.43	8.87	0.00	1.58	0.38
FLORIDA	40.73	22.31	32.67	2.29	0.30	0.43	0.00	1.27
GEORGIA	42.38	31.03	25.46	0.67	0.14	0.01	0.10	0.20
HAWAII	43.49	32.24	22.97	0.38	0.06	0.04	0.10	0.72
IDAHO	64.97	23.83	9.54	1.03	0.11	0.02	0.24	0.26
ILLINOIS	27.46	33.96	31.17	4.18	2.00	0.42	0.30	0.51
INDIANA	61.23	12.09	23.96	1.65	0.10	0.47	0.14	0.35
IOWA	60.77	26.01	10.14	1.65	.	0.90	0.19	0.33
KANSAS	50.07	31.38	14.81	1.84	0.75	0.77	0.12	0.26
KENTUCKY	52.64	32.67	12.56	0.66	0.17	0.76	0.04	0.49
LOUISIANA	35.53	18.10	42.99	1.30	0.07	1.28	0.06	0.66
MAINE	50.51	33.17	10.66	0.83	2.72	0.05	0.82	1.24
MARYLAND	49.09	19.40	24.36	3.77	1.93	0.65	0.42	0.38
MASSACHUSETTS	66.40	13.29	14.24	1.57	3.02	.	0.68	0.79
MICHIGAN	45.10	24.89	22.36	5.50	.	0.20	0.10	1.86
MINNESOTA	60.06	22.75	10.30	4.70	0.39	0.83	0.26	0.72
MISSISSIPPI	34.39	37.25	25.81	0.88	0.18	0.67	0.05	0.76
MISSOURI	46.29	30.14	20.83	1.54	0.60	0.22	0.17	0.21
MONTANA	55.90	29.96	11.44	0.80	0.28	0.62	0.55	0.45
NEBRASKA	58.25	23.64	12.40	3.66	0.27	0.29	0.09	1.40
NEVADA	42.18	36.88	17.39	3.28	0.00	0.00	0.03	0.25
NEW HAMPSHIRE	51.97	22.16	19.33	2.88	1.27	0.26	1.51	0.62
NEW JERSEY	45.38	15.59	29.21	3.13	5.27	0.80	0.07	0.56
NEW MEXICO	31.99	28.82	37.65	0.04	0.01	0.94	0.05	0.51
NEW YORK	38.82	14.62	35.02	7.42	2.18	0.64	0.52	0.80
NORTH CAROLINA	58.63	20.75	17.45	1.55	0.46	0.67	0.01	0.47
NORTH DAKOTA	75.10	12.56	8.98	1.78	0.22	0.52	0.46	0.38
OHIO	57.68	23.12	15.68	2.18	0.00	0.35	0.00	0.99
OKLAHOMA	49.39	32.96	15.60	0.93	0.09	0.53	0.09	0.40
OREGON	68.79	18.75	8.42	1.33	1.34	0.37	0.28	0.72
PENNSYLVANIA	37.84	28.07	28.98	1.75	1.57	0.61	0.28	0.90
PUERTO RICO	7.14	52.90	29.44	4.23	2.09	0.43	0.10	3.68
RHODE ISLAND	51.03	18.76	24.63	0.79	2.67	0.00	1.38	0.73
SOUTH CAROLINA	36.80	36.47	24.26	1.59	0.04	0.48	0.03	0.34
SOUTH DAKOTA	60.81	23.70	11.67	0.58	0.76	0.69	1.63	0.15
TENNESSEE	49.70	28.79	17.75	0.93	0.80	0.47	0.43	1.13
TEXAS	27.40	46.78	23.88	0.52	0.03	0.13	0.01	1.26
UTAH	40.20	34.98	20.04	2.79	0.00	1.67	.	0.34
VERMONT	83.76	4.39	4.96	1.20	1.39	0.12	1.71	2.46
VIRGINIA	38.36	31.14	26.65	1.10	0.73	0.67	0.25	1.09
WASHINGTON	50.14	29.22	18.57	1.03	0.32	0.20	0.01	0.51
WEST VIRGINIA	9.98	70.10	18.32	0.43	0.08	0.57	0.03	0.49
WISCONSIN	38.06	37.58	22.59	1.18	0.05	0.35	0.02	0.16
WYOMING	57.05	32.35	8.19	0.38	0.43	0.89	0.55	0.16
AMERICAN SAMOA	62.84	23.65	13.51	0.00	0.00	0.00	0.00	0.00
GUAM	35.89	52.79	10.65	0.62	0.00	0.00	0.06	0.00
NORTHERN MARIANAS	83.57	11.19	3.50	0.00	0.00	0.00	0.00	1.75
PALAU	54.95	23.42	17.12	0.00	0.00	0.00	0.00	4.50
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	24.49	58.75	14.90	0.22	0.24	0.90	0.40	0.09
U.S. AND OUTLYING AREAS	45.04	27.01	23.26	2.22	1.04	0.43	0.24	0.76
50 STATES, D.C. & P.R.	45.07	26.96	23.28	2.23	1.04	0.43	0.24	0.76

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	36,984	36,576	14,738	1,122	138	564	194	269
ALASKA	9,858	4,246	1,781	6	9	10	22	6
ARIZONA	26,474	24,418	12,303	974	606	134	149	127
ARKANSAS	18,479	19,631	6,350	124	427	.	572	214
CALIFORNIA	253,504	102,833	117,685	5,729	8,330	1,024	1,711	2,260
COLORADO	43,498	10,190	5,221	790	125	465	609	386
CONNECTICUT	38,187	13,303	11,631	1,062	1,587	34	681	241
DELAWARE	3,303	8,541	899	575	2	7	14	73
DISTRICT OF COLUMBIA	789	1,236	2,778	779	582	0	105	25
FLORIDA	107,522	63,333	84,874	6,117	554	1,242	8	1,881
GEORGIA	47,640	36,797	30,156	688	19	9	79	95
HAWAII	6,400	4,873	2,800	53	4	6	15	111
IDAHO	13,356	4,596	1,495	81	24	3	53	43
ILLINOIS	57,768	84,360	67,882	8,522	4,791	1,038	763	1,143
INDIANA	71,010	15,486	28,325	1,535	20	586	173	376
IOWA	35,448	16,170	4,915	1,044	.	565	109	104
KANSAS	23,464	13,553	7,379	649	174	391	42	109
KENTUCKY	29,877	25,664	9,818	339	61	612	30	350
LOUISIANA	27,290	15,521	33,524	931	65	1,116	54	552
MAINE	13,510	10,030	3,094	178	188	16	250	79
MARYLAND	42,232	16,250	23,006	3,390	1,589	610	405	239
MASSACHUSETTS	91,356	20,572	21,183	2,424	4,611	.	1,062	1,195
MICHIGAN	77,178	44,913	35,057	7,030	.	358	182	515
MINNESOTA	52,484	20,116	5,975	3,130	306	768	241	199
MISSISSIPPI	18,924	23,538	15,500	274	68	415	31	393
MISSOURI	52,051	33,362	20,984	1,709	627	252	205	239
MONTANA	8,976	4,986	1,653	108	12	101	96	77
NEBRASKA	20,895	8,602	4,020	795	89	111	33	170
NEVADA	10,142	9,657	2,887	706	1	0	6	64
NEW HAMPSHIRE	11,328	5,107	3,989	565	284	61	353	74
NEW JERSEY	80,220	29,817	48,857	4,908	9,244	1,452	126	1,019
NEW MEXICO	13,168	12,835	14,472	17	1	417	22	151
NEW YORK	125,697	47,384	112,675	23,939	6,822	2,121	1,731	2,618
NORTH CAROLINA	70,883	28,140	21,630	1,586	244	816	8	394
NORTH DAKOTA	8,627	1,470	740	62	18	61	54	24
OHIO	120,936	50,341	27,759	3,604	0	770	0	2,037
OKLAHOMA	32,268	22,957	9,481	414	51	351	61	256
OREGON	38,002	10,822	3,997	524	562	218	161	269
PENNSYLVANIA	70,642	56,963	51,348	3,531	2,902	1,219	567	549
PUERTO RICO	1,539	21,027	10,947	1,601	704	164	40	1,110
RHODE ISLAND	11,006	4,131	5,127	172	500	0	326	173
SOUTH CAROLINA	23,152	29,312	18,562	1,014	12	388	25	246
SOUTH DAKOTA	8,708	3,400	858	78	113	107	249	14
TENNESSEE	54,429	34,808	20,340	999	895	559	534	1,364
TEXAS	98,291	192,814	88,023	1,983	135	531	24	5,005
UTAH	18,799	16,357	9,372	1,296	0	779	.	157
VERMONT	8,311	457	327	70	95	13	177	86
VIRGINIA	46,878	41,686	31,370	976	911	899	339	361
WASHINGTON	48,222	28,457	13,785	440	149	198	13	389
WEST VIRGINIA	4,171	28,869	7,237	181	27	250	10	105
WISCONSIN	33,750	37,188	16,645	1,022	42	350	20	148
WYOMING	5,976	3,518	882	41	45	97	60	18
AMERICAN SAMOA	227	105	60	0	0	0	0	0
GUAM	528	910	155	8	0	0	1	0
NORTHERN MARIANAS	206	32	10	0	0	0	0	3
PALAU	61	26	19	0	0	0	0	1
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1,815	4,354	1,104	16	18	67	30	7
U.S. AND OUTLYING AREAS	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113
50 STATES, D.C. & P.R.	2,173,602	1,401,213	1,096,336	99,887	48,765	22,258	12,794	28,102

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.83	40.38	16.27	1.24	0.15	0.62	0.21	0.30
ALASKA	61.85	26.64	11.17	0.04	0.06	0.06	0.14	0.04
ARIZONA	40.61	37.46	18.87	1.49	0.93	0.21	0.23	0.19
ARKANSAS	40.35	42.87	13.87	0.27	0.93	.	1.25	0.47
CALIFORNIA	51.41	20.86	23.87	1.16	1.69	0.21	0.35	0.46
COLORADO	70.98	16.63	8.52	1.29	0.20	0.76	0.99	0.63
CONNECTICUT	57.23	19.94	17.43	1.59	2.38	0.05	1.02	0.36
DELAWARE	24.62	63.67	6.70	4.29	0.01	0.05	0.10	0.54
DISTRICT OF COLUMBIA	12.54	19.64	44.14	12.38	9.25	0.00	1.67	0.40
FLORIDA	40.49	23.85	31.96	2.30	0.21	0.47	0.00	0.71
GEORGIA	41.25	31.86	26.11	0.60	0.02	0.01	0.07	0.08
HAWAII	44.87	34.17	19.63	0.37	0.03	0.04	0.11	0.78
IDAHO	67.97	23.39	7.61	0.41	0.12	0.02	0.27	0.22
ILLINOIS	25.53	37.28	30.00	3.77	2.12	0.46	0.34	0.51
INDIANA	60.43	13.18	24.10	1.31	0.02	0.50	0.15	0.32
IOWA	60.75	27.71	8.42	1.79	.	0.97	0.19	0.18
KANSAS	51.28	29.62	16.13	1.42	0.38	0.85	0.09	0.24
KENTUCKY	44.76	38.45	14.71	0.51	0.09	0.92	0.04	0.52
LOUISIANA	34.52	19.63	42.41	1.18	0.08	1.41	0.07	0.70
MAINE	49.41	36.68	11.31	0.65	0.69	0.06	0.91	0.29
MARYLAND	48.14	18.52	26.23	3.86	1.81	0.70	0.46	0.27
MASSACHUSETTS	64.15	14.45	14.88	1.70	3.24	.	0.75	0.84
MICHIGAN	46.71	27.18	21.22	4.25	.	0.22	0.11	0.31
MINNESOTA	63.07	24.17	7.18	3.76	0.37	0.92	0.29	0.24
MISSISSIPPI	32.00	39.80	26.21	0.46	0.11	0.70	0.05	0.66
MISSOURI	47.57	30.49	19.18	1.56	0.57	0.23	0.19	0.22
MONTANA	56.07	31.14	10.33	0.67	0.07	0.63	0.60	0.48
NEBRASKA	60.19	24.78	11.58	2.29	0.26	0.32	0.10	0.49
NEVADA	43.23	41.16	12.30	3.01	0.00	0.00	0.03	0.27
NEW HAMPSHIRE	52.06	23.47	18.33	2.60	1.31	0.28	1.62	0.34
NEW JERSEY	45.67	16.98	27.82	2.79	5.26	0.83	0.07	0.58
NEW MEXICO	32.05	31.24	35.23	0.04	0.00	1.02	0.05	0.37
NEW YORK	38.92	14.67	34.89	7.41	2.11	0.66	0.54	0.81
NORTH CAROLINA	57.30	22.75	17.49	1.28	0.20	0.66	0.01	0.32
NORTH DAKOTA	78.03	13.30	6.69	0.56	0.16	0.55	0.49	0.22
OHIO	58.86	24.50	13.51	1.75	0.00	0.37	0.00	0.99
OKLAHOMA	49.01	34.87	14.40	0.63	0.08	0.53	0.09	0.39
OREGON	69.66	19.84	7.33	0.96	1.03	0.40	0.30	0.49
PENNSYLVANIA	37.63	30.34	27.35	1.88	1.55	0.65	0.30	0.29
PUERTO RICO	4.14	56.63	29.48	4.31	1.90	0.44	0.11	2.99
RHODE ISLAND	51.35	19.27	23.92	0.80	2.33	0.00	1.52	0.81
SOUTH CAROLINA	31.84	40.31	25.53	1.39	0.02	0.53	0.03	0.34
SOUTH DAKOTA	64.37	25.13	6.34	0.58	0.84	0.79	1.84	0.10
TENNESSEE	47.77	30.55	17.85	0.88	0.79	0.49	0.47	1.20
TEXAS	25.41	49.85	22.76	0.51	0.03	0.14	0.01	1.29
UTAH	40.20	34.98	20.04	2.77	0.00	1.67	.	0.34
VERMONT	87.15	4.79	3.43	0.73	1.00	0.14	1.86	0.90
VIRGINIA	37.98	33.78	25.42	0.79	0.74	0.73	0.27	0.29
WASHINGTON	52.61	31.05	15.04	0.48	0.16	0.22	0.01	0.42
WEST VIRGINIA	10.21	70.67	17.72	0.44	0.07	0.61	0.02	0.26
WISCONSIN	37.85	41.71	18.67	1.15	0.05	0.39	0.02	0.17
WYOMING	56.18	33.07	8.29	0.39	0.42	0.91	0.56	0.17
AMERICAN SAMOA	57.91	26.79	15.31	0.00	0.00	0.00	0.00	0.00
GUAM	32.96	56.80	9.68	0.50	0.00	0.00	0.06	0.00
NORTHERN MARIANAS	82.07	12.75	3.98	0.00	0.00	0.00	0.00	1.20
PALAU	57.01	24.30	17.76	0.00	0.00	0.00	0.00	0.93
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	24.49	58.75	14.90	0.22	0.24	0.90	0.40	0.09
U.S. AND OUTLYING AREAS	44.48	28.75	22.44	2.04	1.00	0.46	0.26	0.57
50 STATES, D.C. & P.R.	44.51	28.70	22.45	2.05	1.00	0.46	0.26	0.58

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,556	21,245	1,426	80	11	4	14	66
ALASKA	6,332	3,191	631	5	3	4	14	2
ARIZONA	13,673	19,660	4,967	66	43	0	8	25
ARKANSAS	9,556	12,471	1,416	7	18	.	10	90
CALIFORNIA	142,111	89,207	67,326	264	1,613	0	209	740
COLORADO	24,924	7,317	1,084	79	9	110	58	41
CONNECTICUT	21,309	8,672	4,358	96	306	8	71	28
DELAWARE	1,934	5,955	458	122	0	3	1	6
DISTRICT OF COLUMBIA	608	1,066	1,670	144	272	0	0	0
FLORIDA	36,391	52,590	34,989	150	138	177	2	97
GEORGIA	17,338	15,565	4,750	1	4	0	1	9
HAWAII	3,166	3,362	831	0	0	0	0	15
IDAHO	8,485	2,998	188	9	2	1	8	6
ILLINOIS	7,327	73,045	33,094	516	203	169	13	27
INDIANA	29,315	12,122	8,341	40	0	88	4	106
IOWA	17,144	7,821	2,379	31	.	56	5	18
KANSAS	9,923	9,007	1,554	13	2	11	7	17
KENTUCKY	7,398	13,079	1,598	46	2	49	8	41
LOUISIANA	8,951	11,751	14,915	38	12	129	12	163
MAINE	5,999	5,802	542	9	6	2	11	7
MARYLAND	20,204	11,821	11,468	398	254	10	12	103
MASSACHUSETTS	62,639	14,720	7,952	406	622	.	110	66
MICHIGAN	32,523	32,483	13,854	818	.	23	25	85
MINNESOTA	25,422	9,839	769	245	22	36	21	16
MISSISSIPPI	4,497	17,707	8,338	14	23	34	0	116
MISSOURI	27,276	24,641	6,762	46	84	0	23	50
MONTANA	4,815	3,974	469	7	1	3	27	8
NEBRASKA	9,608	4,781	637	77	7	44	10	22
NEVADA	5,230	8,353	1,237	249	0	0	1	16
NEW HAMPSHIRE	6,673	2,919	1,976	14	72	14	65	16
NEW JERSEY	33,383	26,880	33,669	676	1,657	206	13	322
NEW MEXICO	6,511	9,309	7,287	10	0	54	.	22
NEW YORK	92,102	29,110	66,385	2,417	932	119	205	446
NORTH CAROLINA	35,118	15,467	3,764	27	10	21	0	47
NORTH DAKOTA	4,852	624	33	13	1	2	7	6
OHIO	59,920	14,962	2,922	59	0	148	0	76
OKLAHOMA	16,903	16,072	1,486	40	13	26	9	61
OREGON	21,203	7,621	476	109	125	37	10	63
PENNSYLVANIA	26,343	42,389	22,920	232	0	200	1	35
PUERTO RICO	331	12,032	1,943	279	65	6	2	39
RHODE ISLAND	6,848	3,177	3,076	59	61	0	44	27
SOUTH CAROLINA	4,554	20,915	5,754	18	12	8	0	70
SOUTH DAKOTA	4,652	2,181	87	5	9	1	3	0
TENNESSEE	26,591	24,526	7,091	108	177	12	81	292
TEXAS	31,333	159,524	38,820	92	3	0	1	380
UTAH	9,852	12,842	3,752	103	0	24	.	41
VERMONT	4,163	153	45	6	29	0	27	19
VIRGINIA	20,387	29,599	13,121	35	207	169	22	73
WASHINGTON	21,887	16,801	3,473	43	12	6	0	27
WEST VIRGINIA	2,992	13,418	1,948	13	9	45	0	23
WISCONSIN	12,027	25,555	3,243	66	5	10	3	13
WYOMING	2,907	2,359	198	1	10	12	15	5
AMERICAN SAMOA	192	101	0	0	0	0	0	0
GUAM	297	804	25	0	0	0	0	0
NORTHERN MARIANAS	127	17	1	0	0	0	0	0
PALAU	49	24	4	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	773	2,791	326	0	0	1	0	3
U.S. AND OUTLYING AREAS	1,032,624	996,417	461,828	8,401	7,066	2,082	1,193	4,092
50 STATES, D.C. & P.R.	1,031,186	992,680	461,472	8,401	7,066	2,081	1,193	4,089

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	40.51	55.32	3.71	0.21	0.03	0.01	0.04	0.17
ALASKA	62.19	31.34	6.20	0.05	0.03	0.04	0.14	0.02
ARIZONA	35.57	51.14	12.92	0.17	0.11	0.00	0.02	0.07
ARKANSAS	40.55	52.91	6.01	0.03	0.08	.	0.04	0.38
CALIFORNIA	47.14	29.59	22.33	0.09	0.54	0.00	0.07	0.25
COLORADO	74.13	21.76	3.22	0.23	0.03	0.33	0.17	0.12
CONNECTICUT	61.15	24.89	12.51	0.28	0.88	0.02	0.20	0.08
DELAWARE	22.81	70.23	5.40	1.44	0.00	0.04	0.01	0.07
DISTRICT OF COLUMBIA	16.17	28.35	44.41	3.83	7.23	0.00	0.00	0.00
FLORIDA	29.22	42.23	28.10	0.12	0.11	0.14	0.00	0.08
GEORGIA	46.03	41.32	12.61	0.00	0.01	0.00	0.00	0.02
HAWAII	42.93	45.59	11.27	0.00	0.00	0.00	0.00	0.20
IDAHO	72.54	25.63	1.61	0.08	0.02	0.01	0.07	0.05
ILLINOIS	6.41	63.85	28.93	0.45	0.18	0.15	0.01	0.02
INDIANA	58.61	24.24	16.68	0.08	0.00	0.18	0.01	0.21
IOWA	62.45	28.49	8.67	0.11	.	0.20	0.02	0.07
KANSAS	48.32	43.86	7.57	0.06	0.01	0.05	0.03	0.08
KENTUCKY	33.29	58.86	7.19	0.21	0.01	0.22	0.04	0.18
LOUISIANA	24.88	32.67	41.46	0.11	0.03	0.36	0.03	0.45
MAINE	48.47	46.87	4.38	0.07	0.05	0.02	0.09	0.06
MARYLAND	45.64	26.70	25.90	0.90	0.57	0.02	0.03	0.23
MASSACHUSETTS	72.40	17.01	9.19	0.47	0.72	.	0.13	0.08
MICHIGAN	40.75	40.70	17.36	1.02	.	0.03	0.03	0.11
MINNESOTA	69.90	27.05	2.11	0.67	0.06	0.10	0.06	0.04
MISSISSIPPI	14.63	57.62	27.13	0.05	0.07	0.11	0.00	0.38
MISSOURI	46.32	41.85	11.48	0.08	0.14	0.00	0.04	0.08
MONTANA	51.75	42.71	5.04	0.08	0.01	0.03	0.29	0.09
NEBRASKA	63.27	31.48	4.19	0.51	0.05	0.29	0.07	0.14
NEVADA	34.67	55.37	8.20	1.65	0.00	0.00	0.01	0.11
NEW HAMPSHIRE	56.80	24.84	16.82	0.12	0.61	0.12	0.55	0.14
NEW JERSEY	34.48	27.77	34.78	0.70	1.71	0.21	0.01	0.33
NEW MEXICO	28.07	40.14	31.42	0.04	0.00	0.23	.	0.09
NEW YORK	48.04	15.18	34.63	1.26	0.49	0.06	0.11	0.23
NORTH CAROLINA	64.49	28.40	6.91	0.05	0.02	0.04	0.00	0.09
NORTH DAKOTA	87.61	11.27	0.60	0.23	0.02	0.04	0.13	0.11
OHIO	76.73	19.16	3.74	0.08	0.00	0.19	0.00	0.10
OKLAHOMA	48.84	46.44	4.29	0.12	0.04	0.08	0.03	0.18
OREGON	71.53	25.71	1.61	0.37	0.42	0.12	0.03	0.21
PENNSYLVANIA	28.60	46.01	24.88	0.25	0.00	0.22	0.00	0.04
PUERTO RICO	2.25	81.87	13.22	1.90	0.44	0.04	0.01	0.27
RHODE ISLAND	51.52	23.90	23.14	0.44	0.46	0.00	0.33	0.20
SOUTH CAROLINA	14.54	66.75	18.37	0.06	0.04	0.03	0.00	0.22
SOUTH DAKOTA	67.05	31.44	1.25	0.07	0.13	0.01	0.04	0.00
TENNESSEE	45.16	41.66	12.04	0.18	0.30	0.02	0.14	0.50
TEXAS	13.61	69.31	16.87	0.04	0.00	0.00	0.00	0.17
UTAH	37.02	48.25	14.10	0.39	0.00	0.09	.	0.15
VERMONT	93.72	3.44	1.01	0.14	0.65	0.00	0.61	0.43
VIRGINIA	32.05	46.53	20.63	0.06	0.33	0.27	0.03	0.11
WASHINGTON	51.80	39.77	8.22	0.10	0.03	0.01	0.00	0.06
WEST VIRGINIA	16.22	72.73	10.56	0.07	0.05	0.24	0.00	0.12
WISCONSIN	29.39	62.45	7.92	0.16	0.01	0.02	0.01	0.03
WYOMING	52.79	42.84	3.60	0.02	0.18	0.22	0.27	0.09
AMERICAN SAMOA	65.53	34.47	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	26.38	71.40	2.22	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	87.59	11.72	0.69	0.00	0.00	0.00	0.00	0.00
PALAU	63.64	31.17	5.19	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	19.85	71.67	8.37	0.00	0.00	0.03	0.00	0.08
U.S. AND OUTLYING AREAS	41.08	39.64	18.37	0.33	0.28	0.08	0.05	0.16
50 STATES, D.C. & P.R.	41.11	39.58	18.40	0.33	0.28	0.08	0.05	0.16

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16,551	185	137	4	7	1	2	2
ALASKA	2,810	297	37	0	4	0	1	0
ARIZONA	10,110	1,595	215	48	0	0	0	3
ARKANSAS	6,693	373	98	.	3	.	1	4
CALIFORNIA	94,681	4,566	7,339	32	81	0	4	40
COLORADO	8,655	571	250	9	8	0	1	4
CONNECTICUT	9,533	1,041	547	12	22	1	0	3
DELAWARE	941	591	1	1	0	0	0	0
DISTRICT OF COLUMBIA	124	55	204	0	0	0	0	0
FLORIDA	63,128	1,777	2,467	34	41	34	0	27
GEORGIA	19,575	5,071	203	1	4	0	0	3
HAWAII	2,229	180	64	0	0	0	0	1
IDAHO	3,089	172	27	1	0	0	1	1
ILLINOIS	47,213	985	1,843	69	7	5	1	3
INDIANA	34,319	14	0	4	0	10	0	0
IOWA	5,226	2,383	725	6	.	0	2	0
KANSAS	10,035	307	59	5	0	5	0	8
KENTUCKY	16,694	993	169	3	9	0	0	1
LOUISIANA	15,393	350	767	3	2	5	1	18
MAINE	4,871	1,134	213	1	3	0	0	1
MARYLAND	17,713	2,326	2,960	189	25	0	1	20
MASSACHUSETTS	21,214	1,371	1,651	42	122	.	44	54
MICHIGAN	32,393	1,148	578	293	.	1	0	206
MINNESOTA	12,799	1,060	111	28	10	2	5	14
MISSISSIPPI	14,068	2,781	1,042	43	35	3	6	37
MISSOURI	20,496	2,017	869	0	46	1	0	2
MONTANA	3,093	123	26	0	1	0	0	0
NEBRASKA	7,716	420	144	395	6	1	0	9
NEVADA	4,008	47	130	4	0	0	0	4
NEW HAMPSHIRE	2,584	1,192	855	52	15	1	11	12
NEW JERSEY	43,390	518	2,252	54	280	3	0	3
NEW MEXICO	5,160	2,048	2,441	0	1	1	.	6
NEW YORK	17,379	9,239	10,671	412	230	13	39	30
NORTH CAROLINA	24,816	183	282	7	30	1	0	10
NORTH DAKOTA	2,829	122	100	21	5	1	1	1
OHIO	49,711	0	94	0	0	20	0	0
OKLAHOMA	12,760	1,231	63	15	4	50	0	0
OREGON	11,475	1,005	254	28	40	1	2	16
PENNSYLVANIA	37,995	1,842	531	52	0	0	0	9
PUERTO RICO	599	2,045	223	7	13	1	0	3
RHODE ISLAND	3,332	397	293	0	12	0	5	0
SOUTH CAROLINA	16,275	758	389	0	0	0	0	0
SOUTH DAKOTA	3,215	170	39	1	1	0	0	0
TENNESSEE	21,606	2,664	1,102	11	14	1	4	8
TEXAS	58,304	3,009	868	7	0	0	0	7
UTAH	6,435	886	457	2	0	.	.	3
VERMONT	1,512	79	34	5	8	0	3	11
VIRGINIA	21,100	3,831	303	18	180	2	4	47
WASHINGTON	14,640	587	956	0	8	2	0	8
WEST VIRGINIA	401	10,803	11	0	15	1	1	0
WISCONSIN	15,377	437	383	16	12	1	1	2
WYOMING	2,345	381	57	1	23	2	4	2
AMERICAN SAMOA	35	0	0	0	0	0	0	0
GUAM	144	13	1	0	0	0	0	0
NORTHERN MARIANAS	8	0	1	0	0	0	0	0
PALAU	4	1	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	880	751	354	0	0	0	0	0
U.S. AND OUTLYING AREAS	879,681	78,125	45,892	1,936	1,327	170	145	643
50 STATES, D.C. & P.R.	878,610	77,360	45,534	1,936	1,327	170	145	643

Please see data notes for an explanation of individual State differences.

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Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.00	1.10	0.81	0.02	0.04	0.01	0.01	0.01
ALASKA	89.23	9.43	1.17	0.00	0.13	0.00	0.03	0.00
ARIZONA	84.45	13.32	1.80	0.40	0.00	0.00	0.00	0.03
ARKANSAS	93.32	5.20	1.37	.	0.04	.	0.01	0.06
CALIFORNIA	88.70	4.28	6.88	0.03	0.08	0.00	0.00	0.04
COLORADO	91.12	6.01	2.63	0.09	0.08	0.00	0.01	0.04
CONNECTICUT	85.43	9.33	4.90	0.11	0.20	0.01	0.00	0.03
DELAWARE	61.34	38.53	0.07	0.07	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	32.38	14.36	53.26	0.00	0.00	0.00	0.00	0.00
FLORIDA	93.51	2.63	3.65	0.05	0.06	0.05	0.00	0.04
GEORGIA	78.75	20.40	0.82	0.00	0.02	0.00	0.00	0.01
HAWAII	90.10	7.28	2.59	0.00	0.00	0.00	0.00	0.04
IDAHO	93.86	5.23	0.82	0.03	0.00	0.00	0.03	0.03
ILLINOIS	94.19	1.97	3.68	0.14	0.01	0.01	0.00	0.01
INDIANA	99.92	0.04	0.00	0.01	0.00	0.03	0.00	0.00
IOWA	62.65	28.57	8.69	0.07	.	0.00	0.02	0.00
KANSAS	96.31	2.95	0.57	0.05	0.00	0.05	0.00	0.08
KENTUCKY	93.42	5.56	0.95	0.02	0.05	0.00	0.00	0.01
LOUISIANA	93.07	2.12	4.64	0.02	0.01	0.03	0.01	0.11
MAINE	78.27	18.22	3.42	0.02	0.05	0.00	0.00	0.02
MARYLAND	76.24	10.01	12.74	0.81	0.11	0.00	0.00	0.09
MASSACHUSETTS	86.59	5.60	6.74	0.17	0.50	.	0.18	0.22
MICHIGAN	93.57	3.32	1.67	0.85	.	0.00	0.00	0.60
MINNESOTA	91.23	7.56	0.79	0.20	0.07	0.01	0.04	0.10
MISSISSIPPI	78.09	15.44	5.78	0.24	0.19	0.02	0.03	0.21
MISSOURI	87.47	8.61	3.71	0.00	0.20	0.00	0.00	0.01
MONTANA	95.37	3.79	0.80	0.00	0.03	0.00	0.00	0.00
NEBRASKA	88.78	4.83	1.66	4.54	0.07	0.01	0.00	0.10
NEVADA	95.59	1.12	3.10	0.10	0.00	0.00	0.00	0.10
NEW HAMPSHIRE	54.72	25.24	18.11	1.10	0.32	0.02	0.23	0.25
NEW JERSEY	93.31	1.11	4.84	0.12	0.60	0.01	0.00	0.01
NEW MEXICO	53.43	21.21	25.28	0.00	0.01	0.01	.	0.06
NEW YORK	45.72	24.30	28.07	1.08	0.61	0.03	0.10	0.08
NORTH CAROLINA	97.97	0.72	1.11	0.03	0.12	0.00	0.00	0.04
NORTH DAKOTA	91.85	3.96	3.25	0.68	0.16	0.03	0.03	0.03
OHIO	99.77	0.00	0.19	0.00	0.00	0.04	0.00	0.00
OKLAHOMA	90.35	8.72	0.45	0.11	0.03	0.35	0.00	0.00
OREGON	89.50	7.84	1.98	0.22	0.31	0.01	0.02	0.12
PENNSYLVANIA	93.98	4.56	1.31	0.13	0.00	0.00	0.00	0.02
PUERTO RICO	20.72	70.74	7.71	0.24	0.45	0.03	0.00	0.10
RHODE ISLAND	82.50	9.83	7.25	0.00	0.30	0.00	0.12	0.00
SOUTH CAROLINA	93.42	4.35	2.23	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	93.84	4.96	1.14	0.03	0.03	0.00	0.00	0.00
TENNESSEE	85.03	10.48	4.34	0.04	0.06	0.00	0.02	0.03
TEXAS	93.74	4.84	1.40	0.01	0.00	0.00	0.00	0.01
UTAH	82.68	11.38	5.87	0.03	0.00	.	.	0.04
VERMONT	91.53	4.78	2.06	0.30	0.48	0.00	0.18	0.67
VIRGINIA	82.79	15.03	1.19	0.07	0.71	0.01	0.02	0.18
WASHINGTON	90.36	3.62	5.90	0.00	0.05	0.01	0.00	0.05
WEST VIRGINIA	3.57	96.18	0.10	0.00	0.13	0.01	0.01	0.00
WISCONSIN	94.75	2.69	2.36	0.10	0.07	0.01	0.01	0.01
WYOMING	83.30	13.53	2.02	0.04	0.82	0.07	0.14	0.07
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	91.14	8.23	0.63	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	88.89	0.00	11.11	0.00	0.00	0.00	0.00	0.00
PALAU	57.14	14.29	28.57	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	44.33	37.83	17.83	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	87.28	7.75	4.55	0.19	0.13	0.02	0.01	0.06
50 STATES, D.C. & P.R.	87.36	7.69	4.53	0.19	0.13	0.02	0.01	0.06

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,362	12,119	10,766	609	86	60	9	47
ALASKA	91	244	321	0	1	0	0	0
ARIZONA	509	974	4,036	248	95	0	2	15
ARKANSAS	1,186	5,521	3,867	24	264	.	208	50
CALIFORNIA	1,120	2,845	20,000	2,300	415	0	114	713
COLORADO	1,156	538	1,136	8	8	8	4	3
CONNECTICUT	259	734	2,468	184	102	0	27	7
DELAWARE	109	1,099	305	235	1	1	7	4
DISTRICT OF COLUMBIA	6	56	475	327	131	0	4	0
FLORIDA	651	1,792	25,007	3,519	32	43	0	145
GEORGIA	1,967	6,583	17,065	196	6	3	18	39
HAWAII	182	679	962	3	0	0	1	42
IDAHO	887	1,017	835	24	7	1	12	2
ILLINOIS	368	1,212	18,450	2,300	1,608	44	195	20
INDIANA	2,429	2,181	14,416	727	1	35	25	63
IOWA	7,218	3,292	1,002	311	.	21	10	8
KANSAS	391	1,530	3,248	45	76	25	0	6
KENTUCKY	3,744	9,111	4,993	60	14	22	7	110
LOUISIANA	254	995	10,241	412	44	367	7	88
MAINE	104	520	715	15	24	0	4	3
MARYLAND	434	526	3,349	875	80	4	25	6
MASSACHUSETTS	2,869	2,749	6,011	194	440	.	137	48
MICHIGAN	1,561	3,937	11,500	2,648	.	8	7	38
MINNESOTA	2,122	4,070	2,842	772	19	19	35	27
MISSISSIPPI	134	2,281	4,937	78	5	101	8	60
MISSOURI	1,320	1,225	8,022	1,347	80	70	25	23
MONTANA	193	381	490	4	0	2	3	2
NEBRASKA	1,021	2,210	1,737	120	18	28	10	15
NEVADA	124	420	779	229	0	0	2	4
NEW HAMPSHIRE	193	190	394	57	27	0	14	7
NEW JERSEY	50	100	2,776	804	634	106	8	28
NEW MEXICO	91	282	1,568	0	0	1	.	8
NEW YORK	815	1,128	9,727	4,788	485	27	89	83
NORTH CAROLINA	3,240	8,311	11,160	891	124	38	1	56
NORTH DAKOTA	315	447	462	6	3	11	12	8
OHIO	5,959	28,140	12,656	186	0	165	0	115
OKLAHOMA	1,279	4,522	5,286	96	5	13	7	29
OREGON	1,030	881	1,709	41	14	10	20	21
PENNSYLVANIA	1,351	7,418	17,594	1,569	108	37	56	86
PUERTO RICO	227	5,149	7,099	1,112	352	54	3	194
RHODE ISLAND	25	78	783	3	121	0	21	0
SOUTH CAROLINA	824	4,458	9,358	647	0	64	6	61
SOUTH DAKOTA	256	671	437	15	31	17	55	1
TENNESSEE	992	4,678	8,085	188	217	126	92	74
TEXAS	535	3,402	20,707	673	52	348	3	203
UTAH	117	508	2,522	237	0	6	.	8
VERMONT	1,077	115	139	11	15	0	15	9
VIRGINIA	415	3,162	9,818	236	50	100	38	57
WASHINGTON	1,579	2,948	3,250	51	5	5	1	8
WEST VIRGINIA	173	2,947	4,439	95	1	8	3	35
WISCONSIN	689	3,393	7,349	327	1	73	0	25
WYOMING	45	258	257	12	2	43	8	0
AMERICAN SAMOA	0	0	30	0	0	0	0	0
GUAM	9	59	85	2	0	0	0	0
NORTHERN MARIANAS	32	3	1	0	0	0	0	1
PALAU	0	0	4	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	29	265	133	0	5	23	5	1
U.S. AND OUTLYING AREAS	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706
50 STATES, D.C. & P.R.	55,048	154,027	317,550	29,859	5,804	2,114	1,358	2,704

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.44	48.36	42.96	2.43	0.34	0.24	0.04	0.19
ALASKA	13.85	37.14	48.86	0.00	0.15	0.00	0.00	0.00
ARIZONA	8.66	16.57	68.65	4.22	1.62	0.00	0.03	0.26
ARKANSAS	10.67	49.65	34.78	0.22	2.37	.	1.87	0.45
CALIFORNIA	4.07	10.34	72.71	8.36	1.51	0.00	0.41	2.59
COLORADO	40.41	18.80	39.71	0.28	0.28	0.28	0.14	0.10
CONNECTICUT	6.85	19.41	65.27	4.87	2.70	0.00	0.71	0.19
DELAWARE	6.19	62.41	17.32	13.34	0.06	0.06	0.40	0.23
DISTRICT OF COLUMBIA	0.60	5.61	47.55	32.73	13.11	0.00	0.40	0.00
FLORIDA	2.09	5.75	80.18	11.28	0.10	0.14	0.00	0.46
GEORGIA	7.60	25.44	65.95	0.76	0.02	0.01	0.07	0.15
HAWAII	9.74	36.33	51.47	0.16	0.00	0.00	0.05	2.25
IDAHO	31.85	36.52	29.98	0.86	0.25	0.04	0.43	0.07
ILLINOIS	1.52	5.01	76.25	9.51	6.65	0.18	0.81	0.08
INDIANA	12.22	10.97	72.53	3.66	0.01	0.18	0.13	0.32
IOWA	60.85	27.75	8.45	2.62	.	0.18	0.08	0.07
KANSAS	7.35	28.75	61.04	0.85	1.43	0.47	0.00	0.11
KENTUCKY	20.73	50.45	27.65	0.33	0.08	0.12	0.04	0.61
LOUISIANA	2.05	8.02	82.54	3.32	0.35	2.96	0.06	0.71
MAINE	7.51	37.55	51.62	1.08	1.73	0.00	0.29	0.22
MARYLAND	8.19	9.93	63.20	16.51	1.51	0.08	0.47	0.11
MASSACHUSETTS	23.05	22.08	48.29	1.56	3.53	.	1.10	0.39
MICHIGAN	7.92	19.99	58.38	13.44	.	0.04	0.04	0.19
MINNESOTA	21.42	41.09	28.69	7.79	0.19	0.19	0.35	0.27
MISSISSIPPI	1.76	30.00	64.93	1.03	0.07	1.33	0.11	0.79
MISSOURI	10.90	10.11	66.23	11.12	0.66	0.58	0.21	0.19
MONTANA	17.95	35.44	45.58	0.37	0.00	0.19	0.28	0.19
NEBRASKA	19.79	42.84	33.67	2.33	0.35	0.54	0.19	0.29
NEVADA	7.96	26.96	50.00	14.70	0.00	0.00	0.13	0.26
NEW HAMPSHIRE	21.88	21.54	44.67	6.46	3.06	0.00	1.59	0.79
NEW JERSEY	1.11	2.22	61.61	17.84	14.07	2.35	0.18	0.62
NEW MEXICO	4.67	14.46	80.41	0.00	0.00	0.05	.	0.41
NEW YORK	4.75	6.58	56.74	27.93	2.83	0.16	0.52	0.48
NORTH CAROLINA	13.60	34.89	46.85	3.74	0.52	0.16	0.00	0.24
NORTH DAKOTA	24.92	35.36	36.55	0.47	0.24	0.87	0.95	0.63
OHIO	12.62	59.59	26.80	0.39	0.00	0.35	0.00	0.24
OKLAHOMA	11.38	40.24	47.04	0.85	0.04	0.12	0.06	0.26
OREGON	27.64	23.64	45.87	1.10	0.38	0.27	0.54	0.56
PENNSYLVANIA	4.79	26.29	62.35	5.56	0.38	0.13	0.20	0.30
PUERTO RICO	1.60	36.29	50.03	7.84	2.48	0.38	0.02	1.37
RHODE ISLAND	2.42	7.57	75.95	0.29	11.74	0.00	2.04	0.00
SOUTH CAROLINA	5.34	28.91	60.70	4.20	0.00	0.42	0.04	0.40
SOUTH DAKOTA	17.26	45.25	29.47	1.01	2.09	1.15	3.71	0.07
TENNESSEE	6.86	32.37	55.94	1.30	1.50	0.87	0.64	0.51
TEXAS	2.06	13.12	79.88	2.60	0.20	1.34	0.01	0.78
UTAH	3.44	14.95	74.22	6.97	0.00	0.18	.	0.24
VERMONT	77.99	8.33	10.07	0.80	1.09	0.00	1.09	0.65
VIRGINIA	2.99	22.79	70.76	1.70	0.36	0.72	0.27	0.41
WASHINGTON	20.12	37.57	41.42	0.65	0.06	0.06	0.01	0.10
WEST VIRGINIA	2.25	38.27	57.64	1.23	0.01	0.10	0.04	0.45
WISCONSIN	5.81	28.62	61.98	2.76	0.01	0.62	0.00	0.21
WYOMING	7.20	41.28	41.12	1.92	0.32	6.88	1.28	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	5.81	38.06	54.84	1.29	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	86.49	8.11	2.70	0.00	0.00	0.00	0.00	2.70
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	6.29	57.48	28.85	0.00	1.08	4.99	1.08	0.22
U.S. AND OUTLYING AREAS	9.68	27.12	55.84	5.25	1.02	0.38	0.24	0.48
50 STATES, D.C. & P.R.	9.68	27.10	55.86	5.25	1.02	0.37	0.24	0.48

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October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2,043	2,080	985	84	24	80	125	82
ALASKA	209	218	294	0	0	5	7	1
ARIZONA	745	1,080	1,613	351	292	0	123	29
ARKANSAS	56	106	142	2	17	.	52	13
CALIFORNIA	1,457	1,523	6,022	865	5,364	0	1,184	300
COLORADO	4,720	984	1,360	435	94	141	532	263
CONNECTICUT	4,341	1,942	3,019	400	876	22	476	141
DELAWARE	165	417	69	126	0	2	5	9
DISTRICT OF COLUMBIA	30	53	344	119	169	0	97	25
FLORIDA	5,044	5,868	17,981	1,932	227	365	4	142
GEORGIA	6,888	7,891	6,389	441	2	2	58	17
HAWAII	464	413	486	0	4	0	11	46
IDAHO	210	103	93	37	12	0	28	2
ILLINOIS	1,131	6,810	10,825	4,813	2,743	417	523	69
INDIANA	2,507	761	3,782	306	19	163	94	143
IOWA	4,299	1,960	596	547	.	276	72	40
KANSAS	1,423	1,469	1,197	232	55	70	35	24
KENTUCKY	549	1,450	1,922	195	21	207	14	71
LOUISIANA	543	651	3,775	351	2	64	27	142
MAINE	1,537	1,571	753	83	130	1	188	29
MARYLAND	1,190	535	2,120	571	758	163	215	34
MASSACHUSETTS	2,394	1,027	3,565	1,508	2,469	.	257	158
MICHIGAN	5,243	4,840	5,189	1,409	.	172	147	23
MINNESOTA	7,905	3,694	1,752	1,871	243	490	172	108
MISSISSIPPI	11	65	153	0	1	11	8	16
MISSOURI	1,042	4,000	3,659	181	300	36	130	76
MONTANA	327	198	272	90	10	16	60	20
NEBRASKA	1,136	629	824	87	47	1	5	31
NEVADA	335	511	372	43	0	0	0	15
NEW HAMPSHIRE	849	382	368	13	120	45	191	16
NEW JERSEY	1,760	1,450	4,703	1,095	3,506	550	25	422
NEW MEXICO	696	606	1,790	4	0	154	22	53
NEW YORK	6,815	3,966	16,413	9,707	2,199	1,444	729	1,617
NORTH CAROLINA	3,070	2,205	3,615	311	15	121	4	173
NORTH DAKOTA	273	207	88	3	3	16	17	4
OHIO	1,519	3,519	2,856	2,603	0	173	0	276
OKLAHOMA	331	596	1,153	90	17	49	11	50
OREGON	1,562	554	643	289	311	33	84	84
PENNSYLVANIA	2,307	4,276	6,862	1,166	1,469	968	151	368
PUERTO RICO	27	335	435	17	11	1	2	45
RHODE ISLAND	389	246	625	12	200	0	235	22
SOUTH CAROLINA	627	1,894	2,080	226	0	58	15	87
SOUTH DAKOTA	211	147	115	13	34	4	89	1
TENNESSEE	802	785	1,095	176	288	91	304	98
TEXAS	3,218	13,104	13,605	647	25	0	10	1,811
UTAH	1,822	1,615	1,484	220	0	114	.	52
VERMONT	913	71	72	46	31	13	87	36
VIRGINIA	2,004	2,795	4,789	489	411	316	220	103
WASHINGTON	1,931	1,861	1,353	238	50	12	7	205
WEST VIRGINIA	262	952	605	25	0	75	3	32
WISCONSIN	3,697	6,901	4,408	511	24	136	12	52
WYOMING	243	240	227	26	6	20	29	7
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	7	3	6	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	1
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	55	307	129	16	9	14	11	3
U.S. AND OUTLYING AREAS	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687
50 STATES, D.C. & P.R.	93,272	101,556	148,937	35,006	22,599	7,097	6,896	7,683

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October 1, 1996.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	37.13	37.80	17.90	1.53	0.44	1.45	2.27	1.49
ALASKA	28.47	29.70	40.05	0.00	0.00	0.68	0.95	0.14
ARIZONA	17.60	25.51	38.11	8.29	6.90	0.00	2.91	0.69
ARKANSAS	14.43	27.32	36.60	0.52	4.38	.	13.40	3.35
CALIFORNIA	8.72	9.11	36.03	5.17	32.09	0.00	7.08	1.79
COLORADO	55.34	11.54	15.95	5.10	1.10	1.65	6.24	3.08
CONNECTICUT	38.70	17.31	26.91	3.57	7.81	0.20	4.24	1.26
DELAWARE	20.81	52.59	8.70	15.89	0.00	0.25	0.63	1.13
DISTRICT OF COLUMBIA	3.58	6.33	41.10	14.22	20.19	0.00	11.59	2.99
FLORIDA	15.98	18.59	56.97	6.12	0.72	1.16	0.01	0.45
GEORGIA	31.76	36.38	29.46	2.03	0.01	0.01	0.27	0.08
HAWAII	32.58	29.00	34.13	0.00	0.28	0.00	0.77	3.23
IDAHO	43.30	21.24	19.18	7.63	2.47	0.00	5.77	0.41
ILLINOIS	4.14	24.92	39.61	17.61	10.04	1.53	1.91	0.25
INDIANA	32.24	9.79	48.64	3.94	0.24	2.10	1.21	1.84
IOWA	55.19	25.16	7.65	7.02	.	3.54	0.92	0.51
KANSAS	31.59	32.61	26.57	5.15	1.22	1.55	0.78	0.53
KENTUCKY	12.40	32.74	43.40	4.40	0.47	4.67	0.32	1.60
LOUISIANA	9.77	11.72	67.96	6.32	0.04	1.15	0.49	2.56
MAINE	35.81	36.60	17.54	1.93	3.03	0.02	4.38	0.68
MARYLAND	21.30	9.58	37.95	10.22	13.57	2.92	3.85	0.61
MASSACHUSETTS	21.04	9.03	31.33	13.25	21.70	.	2.26	1.39
MICHIGAN	30.80	28.43	30.48	8.28	.	1.01	0.86	0.14
MINNESOTA	48.69	22.75	10.79	11.52	1.50	3.02	1.06	0.67
MISSISSIPPI	4.15	24.53	57.74	0.00	0.38	4.15	3.02	6.04
MISSOURI	11.06	42.44	38.83	1.92	3.18	0.38	1.38	0.81
MONTANA	32.93	19.94	27.39	9.06	1.01	1.61	6.04	2.01
NEBRASKA	41.16	22.79	29.86	3.15	1.70	0.04	0.18	1.12
NEVADA	26.25	40.05	29.15	3.37	0.00	0.00	0.00	1.18
NEW HAMPSHIRE	42.79	19.25	18.55	0.66	6.05	2.27	9.63	0.81
NEW JERSEY	13.03	10.73	34.81	8.10	25.95	4.07	0.19	3.12
NEW MEXICO	20.93	18.23	53.83	0.12	0.00	4.63	0.66	1.59
NEW YORK	15.89	9.25	38.27	22.63	5.13	3.37	1.70	3.77
NORTH CAROLINA	32.27	23.18	38.00	3.27	0.16	1.27	0.04	1.82
NORTH DAKOTA	44.68	33.88	14.40	0.49	0.49	2.62	2.78	0.65
OHIO	13.88	32.15	26.09	23.78	0.00	1.58	0.00	2.52
OKLAHOMA	14.41	25.95	50.20	3.92	0.74	2.13	0.48	2.18
OREGON	43.88	15.56	18.06	8.12	8.74	0.93	2.36	2.36
PENNSYLVANIA	13.13	24.34	39.06	6.64	8.36	5.51	0.86	2.09
PUERTO RICO	3.09	38.37	49.83	1.95	1.26	0.11	0.23	5.15
RHODE ISLAND	22.50	14.23	36.15	0.69	11.57	0.00	13.59	1.27
SOUTH CAROLINA	12.57	37.98	41.71	4.53	0.00	1.16	0.30	1.74
SOUTH DAKOTA	34.36	23.94	18.73	2.12	5.54	0.65	14.50	0.16
TENNESSEE	22.04	21.57	30.09	4.84	7.91	2.50	8.35	2.69
TEXAS	9.93	40.42	41.96	2.00	0.08	0.00	0.03	5.59
UTAH	34.33	30.43	27.96	4.15	0.00	2.15	.	0.98
VERMONT	71.95	5.59	5.67	3.62	2.44	1.02	6.86	2.84
VIRGINIA	18.01	25.12	43.04	4.39	3.69	2.84	1.98	0.93
WASHINGTON	34.13	32.90	23.92	4.21	0.88	0.21	0.12	3.62
WEST VIRGINIA	13.41	48.72	30.96	1.28	0.00	3.84	0.15	1.64
WISCONSIN	23.49	43.84	28.00	3.25	0.15	0.86	0.08	0.33
WYOMING	30.45	30.08	28.45	3.26	0.75	2.51	3.63	0.88
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	43.75	18.75	37.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	10.11	56.43	23.71	2.94	1.65	2.57	2.02	0.55
U.S. AND OUTLYING AREAS	22.03	24.05	35.19	8.27	5.34	1.68	1.63	1.81
50 STATES, D.C. & P.R.	22.05	24.01	35.21	8.27	5.34	1.68	1.63	1.82

Please see data notes for an explanation of individual State differences.

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	35	91	837	203	7	107	1	27
ALASKA	63	93	312	0	0	0	0	3
ARIZONA	179	117	805	30	101	35	10	21
ARKANSAS	34	110	444	26	80	.	71	30
CALIFORNIA	293	423	3,372	668	282	66	85	67
COLORADO	1,122	349	1,060	225	5	32	8	30
CONNECTICUT	267	287	723	203	89	2	27	19
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	8	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	10	176	4	0	0	0	0
IDAHO	48	58	214	6	1	1	1	5
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	25	13	448	136	0	72	28	12
IOWA	234	108	32	100	.	4	18	6
KANSAS	270	417	600	139	16	24	0	19
KENTUCKY	180	209	808	24	6	5	0	24
LOUISIANA	11	12	670	71	1	75	7	57
MAINE	282	535	722	34	19	3	36	20
MARYLAND	627	321	1,870	1,109	400	37	120	29
MASSACHUSETTS	311	294	915	156	318	.	192	158
MICHIGAN	60	49	811	1,222	.	4	0	75
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	2	25	203	77	0	64	3	16
MISSOURI	30	119	370	14	35	14	3	20
MONTANA	78	86	289	6	0	7	5	12
NEBRASKA	10	32	278	46	5	7	4	17
NEVADA	15	43	132	150	0	0	3	14
NEW HAMPSHIRE	60	27	61	129	25	0	31	5
NEW JERSEY	576	561	4,444	1,960	2,582	281	58	122
NEW MEXICO	55	116	646	0	0	73	.	31
NEW YORK	1,100	1,069	5,017	4,422	1,631	297	449	253
NORTH CAROLINA	55	77	705	169	39	112	0	20
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	361	2,212	7,743	548	0	2	0	77
OKLAHOMA	74	117	953	117	4	40	7	45
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	37	35	909	236	0	13	1	26
PUERTO RICO	8	76	477	84	20	14	27	586
RHODE ISLAND	2	8	107	1	60	0	6	0
SOUTH CAROLINA	3	81	208	32	0	98	1	5
SOUTH DAKOTA	44	130	135	11	28	32	79	12
TENNESSEE	66	104	1,141	229	147	100	30	47
TEXAS	258	725	3,292	324	31	38	2	226
UTAH	16	37	665	658	0	21	.	20
VERMONT	50	7	16	0	1	0	4	3
VIRGINIA	628	684	1,612	96	18	85	12	38
WASHINGTON	504	737	1,913	49	12	63	2	39
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	13	0	0	0	0	0
GUAM	8	12	15	5	0	0	0	0
NORTHERN MARIANAS	17	10	6	0	0	0	0	1
PALAU	2	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	14	125	143	0	4	16	13	0
U.S. AND OUTLYING AREAS	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237
50 STATES, D.C. & P.R.	8,075	10,604	46,135	13,722	5,963	1,828	1,331	2,236

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	2.68	6.96	63.99	15.52	0.54	8.18	0.08	2.06
ALASKA	13.38	19.75	66.24	0.00	0.00	0.00	0.00	0.64
ARIZONA	13.79	9.01	62.02	2.31	7.78	2.70	0.77	1.62
ARKANSAS	4.28	13.84	55.85	3.27	10.06	.	8.93	3.77
CALIFORNIA	5.57	8.05	64.16	12.71	5.37	1.26	1.62	1.27
COLORADO	39.63	12.33	37.44	7.95	0.18	1.13	0.28	1.06
CONNECTICUT	16.51	17.75	44.71	12.55	5.50	0.12	1.67	1.18
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.04	5.21	91.67	2.08	0.00	0.00	0.00	0.00
IDAHO	14.37	17.37	64.07	1.80	0.30	0.30	0.30	1.50
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	3.41	1.77	61.04	18.53	0.00	9.81	3.81	1.63
IOWA	46.61	21.51	6.37	19.92	.	0.80	3.59	1.20
KANSAS	18.18	28.08	40.40	9.36	1.08	1.62	0.00	1.28
KENTUCKY	14.33	16.64	64.33	1.91	0.48	0.40	0.00	1.91
LOUISIANA	1.22	1.33	74.12	7.85	0.11	8.30	0.77	6.31
MAINE	17.08	32.40	43.73	2.06	1.15	0.18	2.18	1.21
MARYLAND	13.89	7.11	41.44	24.57	8.86	0.82	2.66	0.64
MASSACHUSETTS	13.27	12.54	39.04	6.66	13.57	.	8.19	6.74
MICHIGAN	2.70	2.21	36.52	55.02	.	0.18	0.00	3.38
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.51	6.41	52.05	19.74	0.00	16.41	0.77	4.10
MISSOURI	4.96	19.67	61.16	2.31	5.79	2.31	0.50	3.31
MONTANA	16.15	17.81	59.83	1.24	0.00	1.45	1.04	2.48
NEBRASKA	2.51	8.02	69.67	11.53	1.25	1.75	1.00	4.26
NEVADA	4.20	12.04	36.97	42.02	0.00	0.00	0.84	3.92
NEW HAMPSHIRE	17.75	7.99	18.05	38.17	7.40	0.00	9.17	1.48
NEW JERSEY	5.44	5.30	41.99	18.52	24.40	2.65	0.55	1.15
NEW MEXICO	5.97	12.60	70.14	0.00	0.00	7.93	.	3.37
NEW YORK	7.73	7.51	35.24	31.06	11.46	2.09	3.15	1.78
NORTH CAROLINA	4.67	6.54	59.90	14.36	3.31	9.52	0.00	1.70
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	3.30	20.21	70.76	5.01	0.00	0.02	0.00	0.70
OKLAHOMA	5.45	8.62	70.23	8.62	0.29	2.95	0.52	3.32
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.94	2.78	72.32	18.77	0.00	1.03	0.08	2.07
PUERTO RICO	0.62	5.88	36.92	6.50	1.55	1.08	2.09	45.36
RHODE ISLAND	1.09	4.35	58.15	0.54	32.61	0.00	3.26	0.00
SOUTH CAROLINA	0.70	18.93	48.60	7.48	0.00	22.90	0.23	1.17
SOUTH DAKOTA	9.34	27.60	28.66	2.34	5.94	6.79	16.77	2.55
TENNESSEE	3.54	5.58	61.21	12.29	7.89	5.36	1.61	2.52
TEXAS	5.27	14.81	67.24	6.62	0.63	0.78	0.04	4.62
UTAH	1.13	2.61	46.93	46.44	0.00	1.48	.	1.41
VERMONT	61.73	8.64	19.75	0.00	1.23	0.00	4.94	3.70
VIRGINIA	19.79	21.56	50.80	3.03	0.57	2.68	0.38	1.20
WASHINGTON	15.19	22.21	57.64	1.48	0.36	1.90	0.06	1.18
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	20.00	30.00	37.50	12.50	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	29.41	17.65	0.00	0.00	0.00	0.00	2.94
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	4.44	39.68	45.40	0.00	1.27	5.08	4.13	0.00
U.S. AND OUTLYING AREAS	8.99	11.91	51.29	15.20	6.61	2.04	1.49	2.48
50 STATES, D.C. & P.R.	8.98	11.80	51.32	15.26	6.63	2.03	1.48	2.49

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	337	232	135	40	2	214	0	1
ALASKA	90	53	63	1	0	0	0	0
ARIZONA	426	464	141	175	0	54	5	0
ARKANSAS	174	126	52	53	.	.	114	3
CALIFORNIA	2,524	1,107	3,562	51	84	848	22	18
COLORADO	621	87	137	3	0	135	0	0
CONNECTICUT	349	116	57	52	105	0	42	0
DELAWARE	29	153	0	3	0	0	1	0
DISTRICT OF COLUMBIA	4	3	17	0	0	0	0	0
FLORIDA	510	312	1,052	17	0	466	0	2
GEORGIA	353	231	419	17	3	2	0	0
HAWAII	99	88	53	44	0	6	0	0
IDAHO	122	43	21	1	0	0	0	0
ILLINOIS	483	661	1,406	82	17	259	13	1
INDIANA	643	139	327	133	0	124	4	2
IOWA	401	183	55	4	.	148	1	1
KANSAS	160	99	146	156	0	0	0	0
KENTUCKY	279	174	89	1	8	227	0	0
LOUISIANA	407	269	484	1	1	225	0	4
MAINE	146	65	15	33	0	10	2	0
MARYLAND	483	120	222	66	2	260	0	0
MASSACHUSETTS	539	105	363	34	280	.	90	5
MICHIGAN	1,178	452	779	53	.	126	0	7
MINNESOTA	972	253	123	96	3	157	1	2
MISSISSIPPI	63	197	146	12	0	135	1	0
MISSOURI	343	285	304	43	28	107	10	1
MONTANA	101	33	21	1	0	54	0	0
NEBRASKA	343	95	110	24	2	19	0	2
NEVADA	74	59	94	3	0	0	0	1
NEW HAMPSHIRE	41	10	12	155	2	0	18	0
NEW JERSEY	301	101	568	101	48	185	6	2
NEW MEXICO	156	78	109	2	0	89	.	6
NEW YORK	1,346	573	1,109	479	737	181	99	16
NORTH CAROLINA	896	299	278	10	1	427	0	4
NORTH DAKOTA	68	17	7	1	0	0	0	0
OHIO	877	604	589	111	0	155	0	2
OKLAHOMA	225	100	182	27	7	105	2	2
OREGON	628	121	131	2	27	92	0	8
PENNSYLVANIA	1,415	436	595	6	318	0	168	2
PUERTO RICO	47	341	301	11	125	1	0	1
RHODE ISLAND	42	38	20	97	2	0	0	0
SOUTH CAROLINA	335	258	214	32	0	113	2	1
SOUTH DAKOTA	74	18	7	31	1	31	2	0
TENNESSEE	527	175	417	72	4	124	0	5
TEXAS	655	1,536	2,132	28	0	83	0	17
UTAH	189	135	38	2	0	409	.	0
VERMONT	96	5	5	0	2	0	40	0
VIRGINIA	396	274	360	3	6	158	3	5
WASHINGTON	1,277	728	435	6	34	11	3	7
WEST VIRGINIA	67	173	53	22	1	61	0	1
WISCONSIN	501	151	368	50	0	91	2	4
WYOMING	82	56	27	0	0	2	1	0
AMERICAN SAMOA	0	3	6	0	0	0	0	0
GUAM	9	5	15	0	0	0	0	0
NORTHERN MARIANAS	8	0	0	0	0	0	0	0
PALAU	2	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	26	4	8	0	0	0	0	0
U.S. AND OUTLYING AREAS	22,539	12,443	18,381	2,447	1,850	5,894	652	133
50 STATES, D.C. & P.R.	22,494	12,431	18,350	2,447	1,850	5,894	652	133

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HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	35.07	24.14	14.05	4.16	0.21	22.27	0.00	0.10
ALASKA	43.48	25.60	30.43	0.48	0.00	0.00	0.00	0.00
ARIZONA	33.68	36.68	11.15	13.83	0.00	4.27	0.40	0.00
ARKANSAS	33.33	24.14	9.96	10.15	.	.	21.84	0.57
CALIFORNIA	30.72	13.47	43.35	0.62	1.02	10.32	0.27	0.22
COLORADO	63.17	8.85	13.94	0.31	0.00	13.73	0.00	0.00
CONNECTICUT	48.40	16.09	7.91	7.21	14.56	0.00	5.83	0.00
DELAWARE	15.59	82.26	0.00	1.61	0.00	0.00	0.54	0.00
DISTRICT OF COLUMBIA	16.67	12.50	70.83	0.00	0.00	0.00	0.00	0.00
FLORIDA	21.62	13.23	44.60	0.72	0.00	19.75	0.00	0.08
GEORGIA	34.44	22.54	40.88	1.66	0.29	0.20	0.00	0.00
HAWAII	34.14	30.34	18.28	15.17	0.00	2.07	0.00	0.00
IDAHO	65.24	22.99	11.23	0.53	0.00	0.00	0.00	0.00
ILLINOIS	16.53	22.62	48.12	2.81	0.58	8.86	0.44	0.03
INDIANA	46.87	10.13	23.83	9.69	0.00	9.04	0.29	0.15
IOWA	50.57	23.08	5.94	0.50	.	18.66	0.13	0.13
KANSAS	28.52	17.65	[illegible]	27.81	0.00	0.00	0.00	0.00
KENTUCKY	35.86	22.37	[illegible]	0.13	1.03	29.18	0.00	0.00
LOUISIANA	29.26	19.34	34.80	0.07	0.07	16.18	0.00	0.29
MAINE	53.87	23.99	5.54	12.18	0.00	3.69	0.74	0.00
MARYLAND	41.89	10.41	19.25	5.72	0.17	22.55	0.00	0.00
MASSACHUSETTS	38.06	7.42	25.64	2.40	19.77	.	6.36	0.35
MICHIGAN	45.39	17.42	30.02	2.04	.	4.86	0.00	0.27
MINNESOTA	60.49	15.74	7.65	5.97	0.19	9.77	0.06	0.12
MISSISSIPPI	11.37	35.56	26.35	2.17	0.00	24.37	0.18	0.00
MISSOURI	30.60	25.42	27.12	3.84	2.50	9.55	0.89	0.09
MONTANA	48.10	15.71	10.00	0.48	0.00	25.71	0.00	0.00
NEBRASKA	57.65	15.97	18.49	4.03	0.34	3.19	0.00	0.34
NEVADA	32.03	25.54	40.69	1.30	0.00	0.00	0.00	0.43
NEW HAMPSHIRE	17.23	4.20	5.04	65.13	0.84	0.00	7.56	0.00
NEW JERSEY	22.94	7.70	43.29	7.70	3.66	14.10	0.46	0.15
NEW MEXICO	35.45	17.73	24.77	0.45	0.00	20.23	.	1.36
NEW YORK	29.65	12.62	24.43	10.55	16.23	3.99	2.18	0.35
NORTH CAROLINA	46.79	15.61	14.52	0.52	0.05	22.30	0.00	0.21
NORTH DAKOTA	73.12	18.28	7.53	1.08	0.00	0.00	0.00	0.00
OHIO	37.51	25.83	25.19	4.75	0.00	6.63	0.00	0.09
OKLAHOMA	34.62	15.38	28.00	4.15	1.08	16.15	0.31	0.31
OREGON	62.24	11.99	12.98	0.20	2.68	9.12	0.00	0.79
PENNSYLVANIA	48.13	14.83	20.24	0.20	10.82	0.00	5.71	0.07
PUERTO RICO	5.68	41.23	36.40	1.33	15.11	0.12	0.00	0.12
RHODE ISLAND	21.11	19.10	10.05	48.74	1.01	0.00	0.00	0.00
SOUTH CAROLINA	35.08	27.02	22.41	3.35	0.00	11.83	0.21	0.10
SOUTH DAKOTA	45.12	10.98	4.27	18.90	0.61	18.90	1.22	0.00
TENNESSEE	39.80	13.22	31.50	5.44	0.30	9.37	0.00	0.38
TEXAS	14.72	34.51	47.90	0.63	0.00	1.86	0.00	0.38
UTAH	24.45	17.46	4.92	0.26	0.00	52.91	.	0.00
VERMONT	64.86	3.38	3.38	0.00	1.35	0.00	27.03	0.00
VIRGINIA	32.86	22.74	29.88	0.25	0.50	13.11	0.25	0.41
WASHINGTON	51.06	29.11	17.39	0.24	1.36	0.44	0.12	0.28
WEST VIRGINIA	17.72	45.77	14.02	5.82	0.26	16.14	0.00	0.26
WISCONSIN	42.93	12.94	31.53	4.28	0.00	7.80	0.17	0.34
WYOMING	48.81	33.33	16.07	0.00	0.00	1.19	0.60	0.00
AMERICAN SAMOA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	31.03	17.24	51.72	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	68.42	10.53	21.05	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	35.03	19.34	28.57	3.80	2.88	9.16	1.01	0.21
50 STATES, D.C. & P.R.	35.01	19.35	28.56	3.81	2.88	9.17	1.01	0.21

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	234	123	120	3	0	1	0	6
ALASKA	52	19	15	0	0	0	0	0
ARIZONA	353	131	218	1	9	0	0	8
ARKANSAS	59	44	23	.	4	.	0	1
CALIFORNIA	2,773	1,042	4,827	1,073	56	0	9	134
COLORADO	1,966	275	119	16	0	1	5	29
CONNECTICUT	199	19	30	7	2	0	1	3
DELAWARE	82	182	41	48	1	1	0	52
DISTRICT OF COLUMBIA	10	0	15	55	0	0	0	0
FLORIDA	1,255	712	2,269	165	69	1	1	158
GEORGIA	294	254	283	1	0	1	0	4
HAWAII	74	30	50	0	0	0	0	1
IDAHO	102	32	12	0	0	0	0	1
ILLINOIS	559	429	940	433	7	36	1	136
INDIANA	561	37	142	14	0	0	0	4
IOWA	631	287	87	5	.	1	1	29
KANSAS	323	66	78	2	14	2	0	1
KENTUCKY	216	137	78	0	0	0	0	7
LOUISIANA	338	309	569	11	0	17	0	15
MAINE	84	27	11	0	0	0	0	0
MARYLAND	206	84	190	9	8	0	1	0
MASSACHUSETTS	603	61	168	5	72	.	7	41
MICHIGAN	3,490	1,663	1,517	151	.	2	2	69
MINNESOTA	889	344	66	22	5	0	1	8
MISSISSIPPI	115	412	539	34	4	5	4	141
MISSOURI	199	274	239	7	14	0	0	7
MONTANA	52	19	6	0	0	0	0	4
NEBRASKA	340	82	51	20	0	0	1	30
NEVADA	94	58	23	5	0	0	0	5
NEW HAMPSHIRE	75	40	35	13	1	0	0	3
NEW JERSEY	202	54	190	16	77	65	1	4
NEW MEXICO	152	83	155	0	0	0	.	4
NEW YORK	1,152	468	566	91	131	10	5	41
NORTH CAROLINA	526	189	194	18	2	0	0	10
NORTH DAKOTA	70	15	21	1	1	0	6	0
OHIO	1,014	559	645	52	0	0	0	79
OKLAHOMA	230	39	73	2	0	7	5	19
OREGON	436	138	150	7	4	3	0	17
PENNSYLVANIA	153	125	648	142	120	0	22	12
PUERTO RICO	130	258	59	13	105	0	1	29
RHODE ISLAND	58	49	41	0	7	0	1	2
SOUTH CAROLINA	209	247	283	23	0	0	0	11
SOUTH DAKOTA	83	22	9	1	2	0	8	0
TENNESSEE	367	191	350	116	6	0	4	112
TEXAS	776	1,872	1,935	50	2	8	0	256
UTAH	44	36	60	6	0	.	.	17
VERMONT	75	3	3	0	1	0	0	0
VIRGINIA	261	201	282	10	8	0	1	10
WASHINGTON	617	288	183	2	1	0	0	40
WEST VIRGINIA	83	104	61	0	0	0	2	10
WISCONSIN	617	254	402	4	0	1	0	18
WYOMING	89	38	22	0	0	0	0	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	19	2	0	0	0	0	0	0
NORTHERN MARIANAS	6	0	0	0	0	0	0	0
PALAU	3	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	7	15	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	23,607	12,442	19,095	2,654	733	162	90	1,589
50 STATES, D.C. & P.R.	23,572	12,425	19,093	2,654	733	162	90	1,589

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	48.05	25.26	24.64	0.62	0.00	0.21	0.00	1.23
ALASKA	60.47	22.09	17.44	0.00	0.00	0.00	0.00	0.00
ARIZONA	49.03	18.19	30.28	0.14	1.25	0.00	0.00	1.11
ARKANSAS	45.04	33.59	17.56	.	3.05	.	0.00	0.76
CALIFORNIA	27.97	10.51	48.69	10.82	0.56	0.00	0.09	1.35
COLORADO	81.54	11.41	4.94	0.66	0.00	0.04	0.21	1.20
CONNECTICUT	76.25	7.28	11.49	2.68	0.77	0.00	0.38	1.15
DELAWARE	20.15	44.72	10.07	11.79	0.25	0.25	0.00	12.78
DISTRICT OF COLUMBIA	12.50	0.00	18.75	68.75	0.00	0.00	0.00	0.00
FLORIDA	27.11	15.38	49.01	3.56	1.49	0.02	0.02	3.41
GEORGIA	35.13	30.35	33.81	0.12	0.00	0.12	0.00	0.48
HAWAII	47.74	19.35	32.26	0.00	0.00	0.00	0.00	0.65
IDAHO	69.39	21.77	8.16	0.00	0.00	0.00	0.00	0.68
ILLINOIS	22.00	16.88	36.99	17.04	0.28	1.42	0.04	5.35
INDIANA	74.01	4.88	18.73	1.85	0.00	0.00	0.00	0.53
IOWA	60.61	27.57	8.36	0.48	.	0.10	0.10	2.79
KANSAS	66.46	13.58	16.05	0.41	2.88	0.41	0.00	0.21
KENTUCKY	49.32	31.28	17.81	0.00	0.00	0.00	0.00	1.60
LOUISIANA	26.85	24.54	45.19	0.87	0.00	1.35	0.00	1.19
MAINE	68.85	22.13	9.02	0.00	0.00	0.00	0.00	0.00
MARYLAND	41.37	16.87	38.15	1.81	1.61	0.00	0.20	0.00
MASSACHUSETTS	63.01	6.37	17.55	0.52	7.52	.	0.73	4.28
MICHIGAN	50.62	24.12	22.00	2.19	.	0.03	0.03	1.00
MINNESOTA	66.59	25.77	4.94	1.65	0.37	0.00	0.07	0.60
MISSISSIPPI	9.17	32.85	42.98	2.71	0.32	0.40	0.32	11.24
MISSOURI	26.89	37.03	32.30	0.95	1.89	0.00	0.00	0.95
MONTANA	64.20	23.46	7.41	0.00	0.00	0.00	0.00	4.94
NEBRASKA	64.89	15.65	9.73	3.82	0.00	0.00	0.19	5.73
NEVADA	50.81	31.35	12.43	2.70	0.00	0.00	0.00	2.70
NEW HAMPSHIRE	44.91	23.95	20.96	7.78	0.60	0.00	0.00	1.80
NEW JERSEY	33.17	8.87	31.20	2.63	12.64	10.67	0.16	0.66
NEW MEXICO	38.58	21.07	39.34	0.00	0.00	0.00	.	1.02
NEW YORK	46.75	18.99	22.97	3.69	5.32	0.41	0.20	1.66
NORTH CAROLINA	56.02	20.13	20.66	1.92	0.21	0.00	0.00	1.06
NORTH DAKOTA	61.40	13.16	18.42	0.88	0.88	0.00	5.26	0.00
OHIO	43.17	23.80	27.46	2.21	0.00	0.00	0.00	3.36
OKLAHOMA	61.33	10.40	19.47	0.53	0.00	1.87	1.33	5.07
OREGON	57.75	18.28	19.87	0.93	0.53	0.40	0.00	2.25
PENNSYLVANIA	12.52	10.23	53.03	11.62	9.82	0.00	1.80	0.98
PUERTO RICO	21.85	43.36	9.92	2.18	17.65	0.00	0.17	4.87
RHODE ISLAND	36.71	31.01	25.95	0.00	4.43	0.00	0.63	1.27
SOUTH CAROLINA	27.04	31.95	36.61	2.98	0.00	0.00	0.00	1.42
SOUTH DAKOTA	66.40	17.60	7.20	0.80	1.60	0.00	6.40	0.00
TENNESSEE	32.02	16.67	30.54	10.12	0.52	0.00	0.35	9.77
TEXAS	15.84	38.21	39.50	1.02	0.04	0.16	0.00	5.23
UTAH	26.99	22.09	36.81	3.68	0.00	.	.	10.43
VERMONT	91.46	3.66	3.66	0.00	1.22	0.00	0.00	0.00
VIRGINIA	33.76	26.00	36.48	1.29	1.03	0.00	0.13	1.29
WASHINGTON	54.55	25.46	16.18	0.18	0.09	0.00	0.00	3.54
WEST VIRGINIA	31.92	40.00	23.46	0.00	0.00	0.00	0.77	3.85
WISCONSIN	47.61	19.60	31.02	0.31	0.00	0.08	0.00	1.39
WYOMING	59.33	25.33	14.67	0.00	0.00	0.00	0.00	0.67
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.48	9.52	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	31.82	68.18	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	39.10	20.61	31.63	4.40	1.21	0.27	0.15	2.63
50 STATES, D.C. & P.R.	39.08	20.60	31.65	4.40	1.22	0.27	0.15	2.63

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October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	608	345	193	20	1	0	0	31
ALASKA	143	95	48	0	0	1	0	0
ARIZONA	213	196	65	4	1	0	0	23
ARKANSAS	650	786	190	9	27	.	4	18
CALIFORNIA	7,039	1,249	2,026	135	154	0	21	200
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	1,601	368	201	9	32	0	21	26
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	4	3	13	108	0	0	0	0
FLORIDA	46	56	47	3	37	0	0	1,297
GEORGIA	899	1,023	622	4	0	0	1	18
HAWAII	129	92	100	0	0	0	2	3
IDAHO	296	108	43	1	1	0	3	24
ILLINOIS	314	658	540	165	16	1	2	883
INDIANA	484	125	244	16	0	0	5	31
IOWA	0	0	0	0	.	3	0	0
KANSAS	729	554	257	10	5	24	0	23
KENTUCKY	471	378	53	10	0	0	0	88
LOUISIANA	1,192	1,040	1,356	16	3	10	0	52
MAINE	362	301	72	2	2	0	2	15
MARYLAND	1,114	444	559	75	37	2	11	40
MASSACHUSETTS	338	114	122	12	49	.	23	634
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,921	662	104	33	2	5	3	22
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	1,075	517	267	3	9	0	4	56
MONTANA	231	130	36	0	0	0	1	30
NEBRASKA	517	270	176	17	3	0	1	41
NEVADA	182	131	57	12	0	0	0	4
NEW HAMPSHIRE	834	340	283	45	22	1	20	14
NEW JERSEY	292	103	77	14	11	3	0	104
NEW MEXICO	264	251	325	1	0	2	.	16
NEW YORK	4,015	1,518	2,074	247	74	8	15	102
NORTH CAROLINA	2,676	1,215	746	18	7	8	1	66
NORTH DAKOTA	150	22	16	1	2	0	2	4
OHIO	905	106	39	15	0	0	0	1,403
OKLAHOMA	274	177	98	0	0	0	0	11
OREGON	1,025	327	198	30	20	3	43	40
PENNSYLVANIA	113	94	43	0	0	0	0	2
PUERTO RICO	120	410	85	5	4	2	4	162
RHODE ISLAND	267	111	134	0	13	0	5	121
SOUTH CAROLINA	137	537	71	2	0	7	0	7
SOUTH DAKOTA	109	32	12	0	5	0	0	0
TENNESSEE	2,804	1,433	617	48	24	4	14	715
TEXAS	2,649	8,307	4,436	46	5	7	1	2,066
UTAH	156	179	169	12	0	.	.	14
VERMONT	356	17	10	1	6	0	0	6
VIRGINIA	1,289	926	523	5	9	8	3	19
WASHINGTON	5,550	4,350	2,106	47	24	7	0	53
WEST VIRGINIA	113	318	42	1	1	0	0	3
WISCONSIN	526	305	181	7	0	3	0	32
WYOMING	211	146	60	1	2	11	3	3
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	21	4	6	0	0	0	0	0
NORTHERN MARIANAS	4	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	21	78	7	0	0	0	0	0
U.S. AND OUTLYING AREAS	45,439	30,952	19,751	1,210	608	120	215	8,522
50 STATES, D.C. & P.R.	45,393	30,869	19,736	1,210	608	120	215	8,522

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	50.75	28.80	16.11	1.67	0.08	0.00	0.00	2.59
ALASKA	49.83	33.10	16.72	0.00	0.00	0.35	0.00	0.00
ARIZONA	42.43	39.04	12.95	0.80	0.20	0.00	0.00	4.58
ARKANSAS	38.60	46.67	11.28	0.53	1.60	.	0.24	1.07
CALIFORNIA	65.03	11.54	18.72	1.25	1.42	0.00	0.19	1.85
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	70.90	16.30	8.90	0.40	1.42	0.00	0.93	1.15
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	3.13	2.34	10.16	84.38	0.00	0.00	0.00	0.00
FLORIDA	3.10	3.77	3.16	0.20	2.49	0.00	0.00	87.28
GEORGIA	35.02	39.85	24.23	0.16	0.00	0.00	0.04	0.70
HAWAII	39.57	28.22	30.67	0.00	0.00	0.00	0.61	0.92
IDAHO	62.18	22.69	9.03	0.21	0.21	0.00	0.63	5.04
ILLINOIS	12.18	25.51	20.94	6.40	0.62	0.04	0.08	34.24
INDIANA	53.48	13.81	26.96	1.77	0.00	0.00	0.55	3.43
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	45.51	34.58	16.04	0.62	0.31	1.50	0.00	1.44
KENTUCKY	47.10	37.80	5.30	1.00	0.00	0.00	0.00	8.80
LOUISIANA	32.49	28.35	36.96	0.44	0.08	0.27	0.00	1.42
MAINE	47.88	39.81	9.52	0.26	0.26	0.00	0.26	1.98
MARYLAND	48.82	19.46	24.50	3.29	1.62	0.09	0.48	1.75
MASSACHUSETTS	26.16	8.82	9.44	0.93	3.79	.	1.78	49.07
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	69.80	24.06	3.78	1.20	0.07	0.18	0.11	0.80
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	55.67	26.77	13.83	0.16	0.47	0.00	0.21	2.90
MONTANA	53.97	30.37	8.41	0.00	0.00	0.00	0.23	7.01
NEBRASKA	50.44	26.34	17.17	1.66	0.29	0.00	0.10	4.00
NEVADA	47.15	33.94	14.77	3.11	0.00	0.00	0.00	1.04
NEW HAMPSHIRE	53.50	21.81	18.15	2.89	1.41	0.06	1.28	0.90
NEW JERSEY	48.34	17.05	12.75	2.32	1.82	0.50	0.00	17.22
NEW MEXICO	30.73	29.22	37.83	0.12	0.00	0.23	.	1.86
NEW YORK	49.86	18.85	25.75	3.07	0.92	0.10	0.19	1.27
NORTH CAROLINA	56.49	25.65	15.75	0.38	0.15	0.17	0.02	1.39
NORTH DAKOTA	76.14	11.17	8.12	0.51	1.02	0.00	1.02	2.03
OHIO	36.67	4.29	1.58	0.61	0.00	0.00	0.00	56.85
OKLAHOMA	48.93	31.61	17.50	0.00	0.00	0.00	0.00	1.96
OREGON	60.79	19.40	11.74	1.78	1.19	0.18	2.55	2.37
PENNSYLVANIA	44.84	37.30	17.06	0.00	0.00	0.00	0.00	0.79
PUERTO RICO	15.15	51.77	10.73	0.63	0.51	0.25	0.51	20.45
RHODE ISLAND	41.01	17.05	20.58	0.00	2.00	0.00	0.77	18.59
SOUTH CAROLINA	18.00	70.57	9.33	0.26	0.00	0.92	0.00	0.92
SOUTH DAKOTA	68.99	20.25	7.59	0.00	3.16	0.00	0.00	0.00
TENNESSEE	49.55	25.32	10.90	0.85	0.42	0.07	0.25	12.63
TEXAS	15.12	47.42	25.32	0.26	0.03	0.04	0.01	11.79
UTAH	29.43	33.77	31.89	2.26	0.00	.	.	2.64
VERMONT	89.90	4.29	2.53	0.25	1.52	0.00	0.00	1.52
VIRGINIA	46.33	33.29	18.80	0.18	0.32	0.29	0.11	0.68
WASHINGTON	45.73	35.84	17.35	0.39	0.20	0.06	0.00	0.44
WEST VIRGINIA	23.64	66.53	8.79	0.21	0.21	0.00	0.00	0.63
WISCONSIN	49.91	28.94	17.17	0.66	0.00	0.28	0.00	3.04
WYOMING	48.28	33.41	13.73	0.23	0.46	2.52	0.69	0.69
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	67.74	12.90	19.35	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	19.81	73.58	6.60	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	42.54	28.98	18.49	1.13	0.57	0.11	0.20	7.98
50 STATES, D.C. & P.R.	42.55	28.94	18.50	1.13	0.57	0.11	0.20	7.99

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	192	75	28	35	0	89	0	1
ALASKA	41	10	8	0	1	0	0	0
ARIZONA	191	177	52	0	0	45	1	1
ARKANSAS	41	35	8	.	0	.	92	3
CALIFORNIA	1,226	559	1,265	73	25	104	4	17
COLORADO	231	41	7	0	1	33	0	1
CONNECTICUT	242	62	119	39	19	1	4	11
DELAWARE	42	33	4	2	0	0	0	2
DISTRICT OF COLUMBIA	3	0	23	1	0	0	4	0
FLORIDA	445	172	177	23	0	156	0	6
GEORGIA	269	88	26	10	0	1	0	1
HAWAII	50	12	15	2	0	0	0	1
IDAHO	51	17	4	0	0	0	0	0
ILLINOIS	317	430	238	10	3	87	0	1
INDIANA	425	21	43	94	0	84	0	1
IOWA	77	36	10	1	.	53	0	0
KANSAS	138	27	17	21	0	204	0	0
KENTUCKY	287	50	7	0	0	101	0	4
LOUISIANA	176	99	152	3	0	201	0	5
MAINE	70	25	7	0	0	0	2	0
MARYLAND	172	40	40	30	0	108	1	0
MASSACHUSETTS	376	98	91	5	28	.	24	4
MICHIGAN	492	150	130	17	.	19	0	8
MINNESOTA	247	51	9	8	0	49	0	0
MISSISSIPPI	28	56	67	5	0	54	0	4
MISSOURI	97	148	46	58	12	24	0	2
MONTANA	36	12	7	0	0	13	0	0
NEBRASKA	139	44	9	3	0	11	0	1
NEVADA	67	17	11	1	0	0	0	0
NEW HAMPSHIRE	17	4	4	84	0	0	2	0
NEW JERSEY	245	40	27	6	25	0	0	2
NEW MEXICO	50	29	44	0	0	39	.	0
NEW YORK	675	178	297	52	168	5	3	4
NORTH CAROLINA	350	108	52	1	2	74	1	2
NORTH DAKOTA	45	3	4	1	0	0	0	0
OHIO	549	204	126	17	0	107	0	3
OKLAHOMA	134	41	49	17	1	39	0	2
OREGON	230	28	48	2	9	30	1	7
PENNSYLVANIA	795	103	139	17	167	0	88	2
PUERTO RICO	43	357	50	6	5	78	1	8
RHODE ISLAND	36	15	19	0	1	0	2	0
SOUTH CAROLINA	179	122	57	8	0	31	0	1
SOUTH DAKOTA	35	8	1	1	0	16	1	0
TENNESSEE	578	172	72	7	0	95	0	4
TEXAS	441	948	563	26	3	34	0	20
UTAH	91	39	29	1	0	176	.	0
VERMONT	28	2	0	0	0	0	1	0
VIRGINIA	345	103	21	0	4	49	1	1
WASHINGTON	151	73	36	1	0	89	0	2
WEST VIRGINIA	51	74	8	19	0	46	0	0
WISCONSIN	241	35	45	22	0	33	0	0
WYOMING	37	11	8	0	0	1	0	0
AMERICAN SAMOA	0	1	2	0	0	0	0	0
GUAM	13	3	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	1	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	5	8	0	0	0	5	1	0
U.S. AND OUTLYING AREAS	11,534	5,295	4,322	729	474	2,384	234	132
50 STATES, D.C. & P.R.	11,514	5,282	4,319	729	474	2,379	233	132

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	45.71	17.86	6.67	8.33	0.00	21.19	0.00	0.24
ALASKA	68.33	16.67	13.33	0.00	1.67	0.00	0.00	0.00
ARIZONA	40.90	37.90	11.13	0.00	0.00	9.64	0.21	0.21
ARKANSAS	22.91	19.55	4.47	.	0.00	.	51.40	1.68
CALIFORNIA	37.46	17.08	38.65	2.23	0.76	3.18	0.12	0.52
COLORADO	73.57	13.06	2.23	0.00	0.32	10.51	0.00	0.32
CONNECTICUT	48.69	12.47	23.94	7.85	3.82	0.20	0.80	2.21
DELAWARE	50.60	39.76	4.82	2.41	0.00	0.00	0.00	2.41
DISTRICT OF COLUMBIA	9.68	0.00	74.19	3.23	0.00	0.00	12.90	0.00
FLORIDA	45.45	17.57	18.08	2.35	0.00	15.93	0.00	0.61
GEORGIA	68.10	22.28	6.58	2.53	0.00	0.25	0.00	0.25
HAWAII	62.50	15.00	18.75	2.50	0.00	0.00	0.00	1.25
IDAHO	70.83	23.61	5.56	0.00	0.00	0.00	0.00	0.00
ILLINOIS	29.19	39.59	21.92	0.92	0.28	8.01	0.00	0.09
INDIANA	63.62	3.14	6.44	14.07	0.00	12.57	0.00	0.15
IOWA	43.50	20.34	5.65	0.56	.	29.94	0.00	0.00
KANSAS	33.91	6.63	4.18	5.16	0.00	50.12	0.00	0.00
KENTUCKY	63.92	11.14	1.56	0.00	0.00	22.49	0.00	0.89
LOUISIANA	27.67	15.57	23.90	0.47	0.00	31.60	0.00	0.79
MAINE	67.31	24.04	6.73	0.00	0.00	0.00	1.92	0.00
MARYLAND	43.99	10.23	10.23	7.67	0.00	27.62	0.26	0.00
MASSACHUSETTS	60.06	15.65	14.54	0.80	4.47	.	3.83	0.64
MICHIGAN	60.29	18.38	15.93	2.08	.	2.33	0.00	0.98
MINNESOTA	67.86	14.01	2.47	2.20	0.00	13.46	0.00	0.00
MISSISSIPPI	13.08	26.17	31.31	2.34	0.00	25.23	0.00	1.87
MISSOURI	25.06	38.24	11.89	14.99	3.10	6.20	0.00	0.52
MONTANA	52.94	17.65	10.29	0.00	0.00	19.12	0.00	0.00
NEBRASKA	67.15	21.26	4.35	1.45	0.00	5.31	0.00	0.48
NEVADA	69.79	17.71	11.46	1.04	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	15.32	3.60	3.60	75.68	0.00	0.00	1.80	0.00
NEW JERSEY	71.01	11.59	7.83	1.74	7.25	0.00	0.00	0.58
NEW MEXICO	30.86	17.90	27.16	0.00	0.00	24.07	.	0.00
NEW YORK	48.84	12.88	21.49	3.76	12.16	0.36	0.22	0.29
NORTH CAROLINA	59.32	18.31	8.81	0.17	0.34	12.54	0.17	0.34
NORTH DAKOTA	84.91	5.66	7.55	1.89	0.00	0.00	0.00	0.00
OHIO	54.57	20.28	12.52	1.69	0.00	10.64	0.00	0.30
OKLAHOMA	47.35	14.49	17.31	6.01	0.35	13.78	0.00	0.71
OREGON	64.79	7.89	13.52	0.56	2.54	8.45	0.28	1.97
PENNSYLVANIA	60.64	7.86	10.60	1.30	12.74	0.00	6.71	0.15
PUERTO RICO	7.85	65.15	9.12	1.09	0.91	14.23	0.18	1.46
RHODE ISLAND	49.32	20.55	26.03	0.00	1.37	0.00	2.74	0.00
SOUTH CAROLINA	44.97	30.65	14.32	2.01	0.00	7.79	0.00	0.25
SOUTH DAKOTA	56.45	12.90	1.61	1.61	0.00	25.81	1.61	0.00
TENNESSEE	62.28	18.53	7.76	0.75	0.00	10.24	0.00	0.43
TEXAS	21.67	46.58	27.67	1.28	0.15	1.67	0.00	0.98
UTAH	27.08	11.61	8.63	0.30	0.00	52.38	.	0.00
VERMONT	90.32	6.45	0.00	0.00	0.00	0.00	3.23	0.00
VIRGINIA	65.84	19.66	4.01	0.00	0.76	9.35	0.19	0.19
WASHINGTON	42.90	20.74	10.23	0.28	0.00	25.28	0.00	0.57
WEST VIRGINIA	25.76	37.37	4.04	9.60	0.00	23.23	0.00	0.00
WISCONSIN	64.10	9.31	11.97	5.85	0.00	8.78	0.00	0.00
WYOMING	64.91	19.30	14.04	0.00	0.00	1.75	0.00	0.00
AMERICAN SAMOA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	81.25	18.75	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	26.32	42.11	0.00	0.00	0.00	26.32	5.26	0.00
U.S. AND OUTLYING AREAS	45.94	21.09	17.22	2.90	1.89	9.50	0.93	0.53
50 STATES, D.C. & P.R.	45.94	21.08	17.23	2.91	1.89	9.49	0.93	0.53

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October 1, 1996.

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22	20	76	41	0	1	43	0
ALASKA	6	10	23	0	0	0	0	0
ARIZONA	47	11	162	11	62	0	0	0
ARKANSAS	22	28	88	0	14	.	0	0
CALIFORNIA	133	165	1,626	249	226	0	53	11
COLORADO	20	6	26	1	0	1	1	3
CONNECTICUT	62	48	92	57	31	0	9	2
DELAWARE	0	91	16	25	0	0	0	0
DISTRICT OF COLUMBIA	0	0	17	0	10	0	0	0
FLORIDA	31	36	836	263	9	0	0	4
GEORGIA	25	33	358	12	0	0	1	0
HAWAII	5	6	61	0	0	0	0	2
IDAHO	18	17	42	2	0	0	0	0
ILLINOIS	29	39	413	100	180	0	15	2
INDIANA	180	40	454	42	0	7	6	5
IOWA	152	70	20	6	.	0	0	0
KANSAS	24	20	127	4	6	1	0	0
KENTUCKY	29	39	73	0	1	0	0	0
LOUISIANA	11	15	524	22	0	17	0	2
MAINE	29	27	33	0	3	0	2	1
MARYLAND	39	16	171	51	19	0	15	0
MASSACHUSETTS	27	6	244	39	143	.	144	5
MICHIGAN	238	191	699	419	.	3	1	4
MINNESOTA	151	111	174	48	0	5	3	1
MISSISSIPPI	2	3	60	8	0	1	1	0
MISSOURI	114	84	337	2	15	0	10	1
MONTANA	21	10	24	0	0	0	0	0
NEBRASKA	18	11	38	2	0	0	1	0
NEVADA	6	7	43	7	1	0	0	0
NEW HAMPSHIRE	2	3	0	1	0	0	0	1
NEW JERSEY	14	0	134	164	406	50	14	7
NEW MEXICO	3	4	48	0	0	0	.	1
NEW YORK	140	67	284	1,292	223	15	88	5
NORTH CAROLINA	75	51	787	125	12	0	0	1
NORTH DAKOTA	11	6	6	1	3	1	7	0
OHIO	44	17	79	4	0	0	0	1
OKLAHOMA	17	19	101	2	0	16	15	25
OREGON	339	91	355	16	9	6	1	4
PENNSYLVANIA	60	70	752	96	40	0	11	1
PUERTO RICO	2	16	245	32	4	0	0	24
RHODE ISLAND	0	6	18	0	15	0	5	1
SOUTH CAROLINA	6	21	111	20	0	0	1	0
SOUTH DAKOTA	17	7	12	0	1	2	12	0
TENNESSEE	30	36	306	44	17	3	1	2
TEXAS	87	298	1,502	86	13	4	7	5
UTAH	9	9	95	37	0	4	.	1
VERMONT	25	3	1	1	0	0	0	1
VIRGINIA	16	62	493	81	16	11	35	2
WASHINGTON	24	35	54	0	0	0	0	0
WEST VIRGINIA	12	35	62	2	0	0	0	0
WISCONSIN	35	97	200	18	0	1	2	0
WYOMING	3	8	14	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	4	1	0	0	0	1	0
NORTHERN MARIANAS	1	1	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	1	0	0	0	1	0	0
U.S. AND OUTLYING AREAS	2,434	2,127	12,518	3,433	1,479	152	505	125
50 STATES, D.C. & P.R.	2,432	2,121	12,516	3,433	1,479	151	504	125

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	10.84	9.85	37.44	20.20	0.00	0.49	21.18	0.00
ALASKA	15.38	25.64	58.97	0.00	0.00	0.00	0.00	0.00
ARIZONA	16.04	3.75	55.29	3.75	21.16	0.00	0.00	0.00
ARKANSAS	14.47	18.42	57.89	0.00	9.21	.	0.00	0.00
CALIFORNIA	5.40	6.70	66.02	10.11	9.18	0.00	2.15	0.45
COLORADO	34.48	10.34	44.83	1.72	0.00	1.72	1.72	5.17
CONNECTICUT	20.60	15.95	30.56	18.94	10.30	0.00	2.99	0.66
DELAWARE	0.00	68.94	12.12	18.94	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	62.96	0.00	37.04	0.00	0.00	0.00
FLORIDA	2.63	3.05	70.91	22.31	0.76	0.00	0.00	0.34
GEORGIA	5.83	7.69	83.45	2.80	0.00	0.00	0.23	0.00
HAWAII	6.76	8.11	82.43	0.00	0.00	0.00	0.00	2.70
IDAHO	22.78	21.52	53.16	2.53	0.00	0.00	0.00	0.00
ILLINOIS	3.73	5.01	53.08	12.85	23.14	0.00	1.93	0.26
INDIANA	24.52	5.45	61.85	5.72	0.00	0.95	0.82	0.68
IOWA	61.29	28.23	8.06	2.42	.	0.00	0.00	0.00
KANSAS	13.19	10.99	69.78	2.20	3.30	0.55	0.00	0.00
KENTUCKY	20.42	27.46	51.41	0.00	0.70	0.00	0.00	0.00
LOUISIANA	1.86	2.54	88.66	3.72	0.00	2.88	0.00	0.34
MAINE	30.53	28.42	34.74	0.00	3.16	0.00	2.11	1.05
MARYLAND	12.54	5.14	54.98	16.40	6.11	0.00	4.82	0.00
MASSACHUSETTS	4.44	0.99	40.13	6.41	23.52	.	23.68	0.82
MICHIGAN	15.31	12.28	44.95	26.95	.	0.19	0.06	0.26
MINNESOTA	30.63	22.52	35.29	9.74	0.00	1.01	0.61	0.20
MISSISSIPPI	2.67	4.00	80.00	10.67	0.00	1.33	1.33	0.00
MISSOURI	20.25	14.92	59.86	0.36	2.66	0.00	1.78	0.18
MONTANA	38.18	18.18	43.64	0.00	0.00	0.00	0.00	0.00
NEBRASKA	25.71	15.71	54.29	2.86	0.00	0.00	1.43	0.00
NEVADA	9.38	10.94	67.19	10.94	1.56	0.00	0.00	0.00
NEW HAMPSHIRE	28.57	42.86	0.00	14.29	0.00	0.00	0.00	14.29
NEW JERSEY	1.77	0.00	16.98	20.79	51.46	6.34	1.77	0.89
NEW MEXICO	5.36	7.14	85.71	0.00	0.00	0.00	.	1.79
NEW YORK	6.62	3.17	13.43	61.12	10.55	0.71	4.16	0.24
NORTH CAROLINA	7.14	4.85	74.88	11.89	1.14	0.00	0.00	0.10
NORTH DAKOTA	31.43	17.14	17.14	2.86	8.57	2.86	20.00	0.00
OHIO	30.34	11.72	54.48	2.76	0.00	0.00	0.00	0.69
OKLAHOMA	8.72	9.74	51.79	1.03	0.00	8.21	7.69	12.82
OREGON	41.29	11.08	43.24	1.95	1.10	0.73	0.12	0.49
PENNSYLVANIA	5.83	6.80	73.01	9.32	3.88	0.00	1.07	0.10
PUERTO RICO	0.62	4.95	75.85	9.91	1.24	0.00	0.00	7.43
RHODE ISLAND	0.00	13.33	40.00	0.00	33.33	0.00	11.11	2.22
SOUTH CAROLINA	3.77	13.21	69.81	12.58	0.00	0.00	0.63	0.00
SOUTH DAKOTA	33.33	13.73	23.53	0.00	1.96	3.92	23.53	0.00
TENNESSEE	6.83	8.20	69.70	10.02	3.87	0.68	0.23	0.46
TEXAS	4.35	14.89	75.02	4.30	0.65	0.20	0.35	0.25
UTAH	5.81	5.81	61.29	23.87	0.00	2.58	.	0.65
VERMONT	80.65	9.68	3.23	3.23	0.00	0.00	0.00	3.23
VIRGINIA	2.23	8.66	68.85	11.31	2.23	1.54	4.89	0.28
WASHINGTON	21.24	30.97	47.79	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	10.81	31.53	55.86	1.80	0.00	0.00	0.00	0.00
WISCONSIN	9.92	27.48	56.66	5.10	0.00	0.28	0.57	0.00
WYOMING	11.11	29.63	51.85	0.00	0.00	7.41	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	66.67	16.67	0.00	0.00	0.00	16.67	0.00
NORTHERN MARIANAS	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	33.33	0.00	0.00	0.00	33.33	0.00	0.00
U.S. AND OUTLYING AREAS	10.69	9.34	54.97	15.07	6.49	0.67	2.22	0.55
50 STATES, D.C. & P.R.	10.68	9.32	54.99	15.08	6.50	0.66	2.21	0.55

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	4	1	0	7	0	0
ALASKA	4	1	17	0	0	0	0	0
ARIZONA	7	3	19	39	2	0	0	1
ARKANSAS	.	.	3	2	0	.	3	0
CALIFORNIA	18	24	82	12	8	6	2	4
COLORADO	22	5	15	13	0	4	0	4
CONNECTICUT	5	5	7	2	1	0	3	1
DELAWARE	1	17	5	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	13	0	0	0	0
FLORIDA	1	0	14	11	1	0	1	0
GEORGIA	4	0	1	1	0	0	0	0
HAWAII	0	1	2	0	0	0	0	0
IDAHO	2	2	0	0	0	0	.	0
ILLINOIS	0	6	12	0	0	17	0	0
INDIANA	8	1	45	11	0	3	5	2
IOWA	0	0	0	32	.	3	0	0
KANSAS	1	0	13	0	0	25	0	7
KENTUCKY	1	3	4	0	0	1	0	1
LOUISIANA	0	0	7	0	0	6	0	0
MAINE	2	2	0	0	1	0	3	0
MARYLAND	3	2	4	8	0	26	0	0
MASSACHUSETTS	.	.	13	2	17	.	13	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	6	3	5	0	2	3	0	0
MISSISSIPPI	0	0	5	1	0	7	0	0
MISSOURI	0	3	43	5	3	0	0	0
MONTANA	1	4	8	0	0	6	0	0
NEBRASKA	1	2	1	0	0	0	0	0
NEVADA	2	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	1	2	0	0	1	0
NEW JERSEY	1	1	5	17	13	0	0	0
NEW MEXICO	0	0	2	0	0	4	.	0
NEW YORK	3	0	3	2	0	1	1	0
NORTH CAROLINA	0	0	1	0	0	12	0	0
NORTH DAKOTA	2	2	0	14	0	30	0	0
OHIO	5	0	1	7	0	0	0	1
OKLAHOMA	6	5	13	6	0	3	3	8
OREGON	4	1	4	0	0	3	0	0
PENNSYLVANIA	2	2	3	0	0	0	0	0
PUERTO RICO	0	6	7	32	0	7	0	4
RHODE ISLAND	1	0	0	0	2	0	1	0
SOUTH CAROLINA	0	0	26	6	0	9	0	0
SOUTH DAKOTA	1	0	0	0	0	3	0	0
TENNESSEE	1	1	7	0	0	3	0	0
TEXAS	1	9	64	2	0	9	0	1
UTAH	1	1	12	7	0	25	.	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	8	7	10	1	0	3	0	0
WEST VIRGINIA	2	0	2	4	0	14	0	0
WISCONSIN	0	1	4	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	0	0	1	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	1
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	1	0	0	7	0	0
U.S. AND OUTLYING AREAS	129	120	501	265	50	248	36	35
50 STATES, D.C. & P.R.	128	120	496	264	50	241	36	34

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	33.33	8.33	0.00	58.33	0.00	0.00
ALASKA	18.18	4.55	77.27	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.86	4.23	26.76	54.93	2.82	0.00	0.00	1.41
ARKANSAS	.	.	37.50	25.00	0.00	.	37.50	0.00
CALIFORNIA	11.54	15.38	52.56	7.69	5.13	3.85	1.28	2.56
COLORADO	34.92	7.94	23.81	20.63	0.00	6.35	0.00	6.35
CONNECTICUT	20.83	20.83	29.17	8.33	4.17	0.00	12.50	4.17
DELAWARE	2.94	50.00	14.71	32.35	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	3.57	0.00	50.00	39.29	3.57	0.00	3.57	0.00
GEORGIA	66.67	0.00	16.67	16.67	0.00	0.00	0.00	0.00
HAWAII	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
IDAHO	50.00	50.00	0.00	0.00	0.00	0.00	.	0.00
ILLINOIS	0.00	17.14	34.29	0.00	0.00	48.57	0.00	0.00
INDIANA	10.67	1.33	60.00	14.67	0.00	4.00	6.67	2.67
IOWA	0.00	0.00	0.00	91.43	.	8.57	0.00	0.00
KANSAS	2.17	0.00	28.26	0.00	0.00	54.35	0.00	15.22
KENTUCKY	10.00	30.00	40.00	0.00	0.00	10.00	0.00	10.00
LOUISIANA	0.00	0.00	53.85	0.00	0.00	46.15	0.00	0.00
MAINE	25.00	25.00	0.00	0.00	12.50	0.00	37.50	0.00
MARYLAND	6.98	4.65	9.30	18.60	0.00	60.47	0.00	0.00
MASSACHUSETTS	.	.	28.89	4.44	37.78	.	28.89	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	31.58	15.79	26.32	0.00	10.53	15.79	0.00	0.00
MISSISSIPPI	0.00	0.00	38.46	7.69	0.00	53.85	0.00	0.00
MISSOURI	0.00	5.56	79.63	9.26	5.56	0.00	0.00	0.00
MONTANA	5.26	21.05	42.11	0.00	0.00	31.58	0.00	0.00
NEBRASKA	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
NEVADA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	25.00	50.00	0.00	0.00	25.00	0.00
NEW JERSEY	2.70	2.70	13.51	45.95	35.14	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	33.33	0.00	0.00	66.67	.	0.00
NEW YORK	30.00	0.00	30.00	20.00	0.00	10.00	10.00	0.00
NORTH CAROLINA	0.00	0.00	7.69	0.00	0.00	92.31	0.00	0.00
NORTH DAKOTA	4.17	4.17	0.00	29.17	0.00	62.50	0.00	0.00
OHIO	35.71	0.00	7.14	50.00	0.00	0.00	0.00	7.14
OKLAHOMA	13.64	11.36	29.55	13.64	0.00	6.82	6.82	18.18
OREGON	33.33	8.33	33.33	0.00	0.00	25.00	0.00	0.00
PENNSYLVANIA	28.57	28.57	42.86	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	10.71	12.50	57.14	0.00	12.50	0.00	7.14
RHODE ISLAND	25.00	0.00	0.00	0.00	50.00	0.00	25.00	0.00
SOUTH CAROLINA	0.00	0.00	63.41	14.63	0.00	21.95	0.00	0.00
SOUTH DAKOTA	25.00	0.00	0.00	0.00	0.00	75.00	0.00	0.00
TENNESSEE	8.33	8.33	58.33	0.00	0.00	25.00	0.00	0.00
TEXAS	1.16	10.47	74.42	2.33	0.00	10.47	0.00	1.16
UTAH	2.17	2.17	26.09	15.22	0.00	54.35	.	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	27.59	24.14	34.48	3.45	0.00	10.34	0.00	0.00
WEST VIRGINIA	9.09	0.00	9.09	18.18	0.00	63.64	0.00	0.00
WISCONSIN	0.00	16.67	66.67	0.00	0.00	16.67	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	12.50	0.00	0.00	87.50	0.00	0.00
U.S. AND OUTLYING AREAS	9.32	8.67	36.20	19.15	3.61	17.92	2.60	2.53
50 STATES, D.C. & P.R.	9.35	8.77	36.23	19.28	3.65	17.60	2.63	2.48

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October 1, 1996.

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44	61	31	2	0	0	0	6
ALASKA	17	15	12	0	0	0	0	0
ARIZONA	21	10	10	1	1	0	0	1
ARKANSAS	8	31	19	1	0	.	17	2
CALIFORNIA	129	123	238	7	22	0	4	16
COLORADO	61	17	27	1	0	0	0	8
CONNECTICUT	20	9	10	1	2	0	0	0
DELAWARE	0	3	0	2	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	4	0	0	0	0
FLORIDA	20	18	35	0	0	0	0	3
GEORGIA	28	58	40	4	0	0	0	4
HAWAII	0	0	0	0	0	0	1	0
IDAHO	46	29	16	0	1	0	0	2
ILLINOIS	27	85	121	34	7	3	0	1
INDIANA	114	32	83	12	0	0	2	7
IOWA	66	30	9	1	.	0	0	2
KANSAS	47	57	83	22	0	0	0	4
KENTUCKY	29	41	24	0	0	0	1	3
LOUISIANA	14	30	64	3	0	0	0	6
MAINE	24	21	11	1	0	0	0	3
MARYLAND	47	15	53	9	6	0	4	7
MASSACHUSETTS	46	27	88	21	51	.	21	22
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	50	29	20	7	0	2	0	1
MISSISSIPPI	4	11	10	2	0	0	0	3
MISSOURI	59	49	66	3	1	0	0	1
MONTANA	28	16	5	0	0	0	0	1
NEBRASKA	46	26	15	4	1	0	1	2
NEVADA	5	11	8	3	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	6	9	12	1	5	3	1	3
NEW MEXICO	30	29	57	0	0	0	.	4
NEW YORK	155	68	129	30	12	1	9	21
NORTH CAROLINA	61	35	46	9	2	2	1	5
NORTH DAKOTA	12	5	3	0	0	0	2	1
OHIO	72	18	9	2	0	0	0	4
OKLAHOMA	35	38	24	2	0	3	2	4
OREGON	70	55	29	0	3	0	0	9
PENNSYLVANIA	71	173	352	15	680	1	69	6
PUERTO RICO	5	2	23	3	0	0	0	15
RHODE ISLAND	6	6	11	0	6	0	1	0
SOUTH CAROLINA	3	21	11	0	0	0	0	3
SOUTH DAKOTA	11	14	4	0	1	1	0	0
TENNESSEE	65	43	57	0	1	0	4	7
TEXAS	34	80	99	2	1	0	0	13
UTAH	67	70	89	11	0	.	.	1
VERMONT	15	2	2	0	2	0	0	1
VIRGINIA	37	49	47	3	2	1	0	6
WASHINGTON	54	42	16	2	3	0	0	0
WEST VIRGINIA	15	45	6	0	0	0	1	1
WISCONSIN	40	59	62	1	0	0	0	2
WYOMING	14	21	12	0	2	4	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	4	9	3	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,883	1,748	2,203	226	812	21	141	212
50 STATES, D.C. & P.R.	1,878	1,738	2,198	226	812	21	141	212

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	30.56	42.36	21.53	1.39	0.00	0.00	0.00	4.17
ALASKA	38.64	34.09	27.27	0.00	0.00	0.00	0.00	0.00
ARIZONA	47.73	22.73	22.73	2.27	2.27	0.00	0.00	2.27
ARKANSAS	10.26	39.74	24.36	1.28	0.00	.	21.79	2.56
CALIFORNIA	23.93	22.82	44.16	1.30	4.08	0.00	0.74	2.97
COLORADO	53.51	14.91	23.68	0.88	0.00	0.00	0.00	7.02
CONNECTICUT	47.62	21.43	23.81	2.38	4.76	0.00	0.00	0.00
DELAWARE	0.00	60.00	0.00	40.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	26.32	23.68	46.05	0.00	0.00	0.00	0.00	3.95
GEORGIA	20.90	43.28	29.85	2.99	0.00	0.00	0.00	2.99
HAWAII	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
IDAHO	48.94	30.85	17.02	0.00	1.06	0.00	0.00	2.13
ILLINOIS	9.71	30.58	43.53	12.23	2.52	1.08	0.00	0.36
INDIANA	45.60	12.80	33.20	4.80	0.00	0.00	0.80	2.80
IOWA	61.11	27.78	8.33	0.93	.	0.00	0.00	1.85
KANSAS	22.07	26.76	38.97	10.33	0.00	0.00	0.00	1.88
KENTUCKY	29.59	41.84	24.49	0.00	0.00	0.00	1.02	3.06
LOUISIANA	11.97	25.64	54.70	2.56	0.00	0.00	0.00	5.13
MAINE	40.00	35.00	18.33	1.67	0.00	0.00	0.00	5.00
MARYLAND	33.33	10.64	37.59	6.38	4.26	0.00	2.84	4.96
MASSACHUSETTS	16.67	9.78	31.88	7.61	18.48	.	7.61	7.97
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	45.87	26.61	18.35	6.42	0.00	1.83	0.00	0.92
MISSISSIPPI	13.33	36.67	33.33	6.67	0.00	0.00	0.00	10.00
MISSOURI	32.96	27.37	36.87	1.68	0.56	0.00	0.00	0.56
MONTANA	56.00	32.00	10.00	0.00	0.00	0.00	0.00	2.00
NEBRASKA	48.42	27.37	15.79	4.21	1.05	0.00	1.05	2.11
NEVADA	17.86	39.29	28.57	10.71	0.00	0.00	0.00	3.57
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	15.00	22.50	30.00	2.50	12.50	7.50	2.50	7.50
NEW MEXICO	25.00	24.17	47.50	0.00	0.00	0.00	.	3.33
NEW YORK	36.47	16.00	30.35	7.06	2.82	0.24	2.12	4.94
NORTH CAROLINA	37.89	21.74	28.57	5.59	1.24	1.24	0.62	3.11
NORTH DAKOTA	52.17	21.74	13.04	0.00	0.00	0.00	8.70	4.35
OHIO	68.57	17.14	8.57	1.90	0.00	0.00	0.00	3.81
OKLAHOMA	32.41	35.19	22.22	1.85	0.00	2.78	1.85	3.70
OREGON	42.17	33.13	17.47	0.00	1.81	0.00	0.00	5.42
PENNSYLVANIA	5.19	12.66	25.75	1.10	49.74	0.07	5.05	0.44
PUERTO RICO	10.42	4.17	47.92	6.25	0.00	0.00	0.00	31.25
RHODE ISLAND	20.00	20.00	36.67	0.00	20.00	0.00	3.33	0.00
SOUTH CAROLINA	7.89	55.26	28.95	0.00	0.00	0.00	0.00	7.89
SOUTH DAKOTA	35.48	45.16	12.90	0.00	3.23	3.23	0.00	0.00
TENNESSEE	36.72	24.29	32.20	0.00	0.56	0.00	2.26	3.95
TEXAS	14.85	34.93	43.23	0.87	0.44	0.00	0.00	5.68
UTAH	28.15	29.41	37.39	4.62	0.00	.	.	0.42
VERMONT	68.18	9.09	9.09	0.00	9.09	0.00	0.00	4.55
VIRGINIA	25.52	33.79	32.41	2.07	1.38	0.69	0.00	4.14
WASHINGTON	46.15	35.90	13.68	1.71	2.56	0.00	0.00	0.00
WEST VIRGINIA	22.06	66.18	8.82	0.00	0.00	0.00	1.47	1.47
WISCONSIN	24.39	35.98	37.80	0.61	0.00	0.00	0.00	1.22
WYOMING	26.42	39.62	22.64	0.00	3.77	7.55	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	25.00	56.25	18.75	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	25.99	24.12	30.40	3.12	11.21	0.29	1.95	2.93
50 STATES, D.C. & P.R.	25.99	24.05	30.42	3.13	11.24	0.29	1.95	2.93

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB3

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6,966	806	404	101	26	36	9	133
ALASKA	658	183	513	0	28	0	0	3
ARIZONA	2,998	1,919	2,061	214	62	3	2	18
ARKANSAS	3,215	855	1,136	29	1,103	5	12	588
CALIFORNIA	27,446	2,923	19,081	1,801	265	48	6	453
COLORADO	3,958	1,023	1,658	60	5	9	2	38
CONNECTICUT	3,441	552	2,758	82	102	1	3	22
DELAWARE	850	746	283	131	0	0	0	0
DISTRICT OF COLUMBIA	111	12	97	112	6	0	0	0
FLORIDA	10,244	1,183	9,593	500	306	14	0	1,802
GEORGIA	6,734	3,019	2,502	168	166	1	53	168
HAWAII	309	101	744	5	5	0	0	0
IDAHO	1,179	735	639	150	0	1	1	16
ILLINOIS	11,020	706	10,203	1,947	226	18	0	138
INDIANA	7,713	65	2,483	590	105	17	13	79
IOWA	3,465	481	1,580	15	.	12	15	105
KANSAS	2,401	2,660	270	300	216	9	21	23
KENTUCKY	12,636	722	324	198	78	1	2	48
LOUISIANA	4,231	532	4,615	226	0	19	0	35
MAINE	1,928	108	164	76	643	0	1	300
MARYLAND	5,275	2,522	572	257	274	18	0	132
MASSACHUSETTS	12,679	252	1,130	41	115	.	3	47
MICHIGAN	5,316	608	5,833	3,032	.	1	0	2,882
MINNESOTA	3,956	1,261	3,704	1,284	58	11	4	480
MISSISSIPPI	3,615	875	1,413	305	50	23	2	104
MISSOURI	2,295	2,020	3,473	97	72	1	0	10
MONTANA	886	300	366	33	38	8	1	2
NEBRASKA	1,257	389	694	595	12	1	0	363
NEVADA	977	65	1,697	158	0	0	1	2
NEW HAMPSHIRE	1,018	157	604	119	17	0	5	74
NEW JERSEY	6,743	56	7,116	1,086	859	73	0	55
NEW MEXICO	1,240	147	2,487	.	3	5	0	78
NEW YORK	4,915	1,794	5,141	1,025	499	28	20	62
NORTH CAROLINA	10,505	662	2,599	565	399	113	11	260
NORTH DAKOTA	517	59	353	155	9	2	2	22
OHIO	8,068	1,366	7,316	1,266	0	3	0	174
OKLAHOMA	2,704	384	1,568	248	10	22	6	28
OREGON	2,821	302	997	268	234	2	7	157
PENNSYLVANIA	7,861	1,266	8,777	89	346	39	17	1,320
PUERTO RICO	1,351	377	964	109	140	10	2	378
RHODE ISLAND	1,015	288	676	13	129	0	0	0
SOUTH CAROLINA	7,237	808	1,471	297	22	8	0	33
SOUTH DAKOTA	873	334	981	14	6	2	8	10
TENNESSEE	7,072	822	1,620	154	101	21	0	35
TEXAS	15,359	1,227	11,035	191	3	8	0	206
UTAH	0	0	0	7	0	0	.	0
VERMONT	668	14	205	59	54	0	6	178
VIRGINIA	5,359	712	4,918	526	80	16	6	1,129
WASHINGTON	4,169	2,077	5,614	636	181	6	1	146
WEST VIRGINIA	352	2,898	1,065	13	9	10	3	116
WISCONSIN	5,162	1,237	6,455	188	6	8	0	16
WYOMING	264	20	14	1	2	0	0	0
AMERICAN SAMOA	52	0	0	0	0	0	0	0
GUAM	109	27	34	3	0	0	0	0
NORTHERN MARIANAS	33	0	0	0	0	0	0	2
PALAU	0	0	0	0	0	0	0	4
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	243,226	44,657	152,000	19,539	7,070	633	245	12,474
50 STATES, D.C. & P.R.	243,032	44,630	151,966	19,536	7,070	633	245	12,468

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB3

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	82.14	9.50	4.76	1.19	0.31	0.42	0.11	1.57
ALASKA	47.51	13.21	37.04	0.00	2.02	0.00	0.00	0.22
ARIZONA	41.20	26.37	28.32	2.94	0.85	0.04	0.03	0.25
ARKANSAS	46.31	12.31	16.36	0.42	15.89	0.07	0.17	8.47
CALIFORNIA	52.76	5.62	36.68	3.46	0.51	0.09	0.01	0.87
COLORADO	58.61	15.15	24.55	0.89	0.07	0.13	0.03	0.56
CONNECTICUT	49.43	7.93	39.62	1.18	1.47	0.01	0.04	0.32
DELAWARE	42.29	37.11	14.08	6.52	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	32.84	3.55	28.70	33.14	1.78	0.00	0.00	0.00
FLORIDA	43.33	5.00	40.58	2.11	1.29	0.06	0.00	7.62
GEORGIA	52.56	23.57	19.53	1.31	1.30	0.01	0.41	1.31
HAWAII	26.55	8.68	63.92	0.43	0.43	0.00	0.00	0.00
IDAHO	43.33	27.01	23.48	5.51	0.00	0.04	0.04	0.59
ILLINOIS	45.43	2.91	42.06	8.03	0.93	0.07	0.00	0.57
INDIANA	69.71	0.59	22.44	5.33	0.95	0.15	0.12	0.71
IOWA	61.08	8.48	27.85	0.26	.	0.21	0.26	1.85
KANSAS	40.69	45.08	4.58	5.08	3.66	0.15	0.36	0.39
KENTUCKY	90.20	5.15	2.31	1.41	0.56	0.01	0.01	0.34
LOUISIANA	43.81	5.51	47.78	2.34	0.00	0.20	0.00	0.36
MAINE	59.88	3.35	5.09	2.36	19.97	0.00	0.03	9.32
MARYLAND	58.29	27.87	6.32	2.84	3.03	0.20	0.00	1.46
MASSACHUSETTS	88.87	1.77	7.92	0.29	0.81	.	0.02	0.33
MICHIGAN	30.08	3.44	33.01	17.16	.	0.01	0.00	16.31
MINNESOTA	36.77	11.72	34.43	11.94	0.54	0.10	0.04	4.46
MISSISSIPPI	56.60	13.70	22.12	4.78	0.78	0.36	0.03	1.63
MISSOURI	28.80	25.35	43.59	1.22	0.90	0.01	0.00	0.13
MONTANA	54.22	18.36	22.40	2.02	2.33	0.49	0.06	0.12
NEBRASKA	37.96	11.75	20.96	17.97	0.36	0.03	0.00	10.96
NEVADA	33.69	2.24	58.52	5.45	0.00	0.00	0.03	0.07
NEW HAMPSHIRE	51.05	7.87	30.29	5.97	0.85	0.00	0.25	3.71
NEW JERSEY	42.18	0.35	44.51	6.79	5.37	0.46	0.00	0.34
NEW MEXICO	31.31	3.71	62.80	.	0.08	0.13	0.00	1.97
NEW YORK	36.45	13.30	38.13	7.60	3.70	0.21	0.15	0.46
NORTH CAROLINA	69.51	4.38	17.20	3.74	2.64	0.75	0.07	1.72
NORTH DAKOTA	46.20	5.27	31.55	13.85	0.80	0.18	0.18	1.97
OHIO	44.35	7.51	40.21	6.96	0.00	0.02	0.00	0.96
OKLAHOMA	54.41	7.73	31.55	4.99	0.20	0.44	0.12	0.56
OREGON	58.92	6.31	20.82	5.60	4.89	0.04	0.15	3.28
PENNSYLVANIA	39.87	6.42	44.52	0.45	1.76	0.20	0.09	6.70
PUERTO RICO	40.56	11.32	28.94	3.27	4.20	0.30	0.06	11.35
RHODE ISLAND	47.85	13.58	31.87	0.61	6.08	0.00	0.00	0.00
SOUTH CAROLINA	73.28	8.18	14.89	3.01	0.22	0.08	0.00	0.33
SOUTH DAKOTA	39.18	14.99	44.03	0.63	0.27	0.09	0.36	0.45
TENNESSEE	71.98	8.37	16.49	1.57	1.03	0.21	0.00	0.36
TEXAS	54.80	4.38	39.37	0.68	0.01	0.03	0.00	0.73
UTAH	0.00	0.00	0.00	100.00	0.00	0.00	.	0.00
VERMONT	56.42	1.18	17.31	4.98	4.56	0.00	0.51	15.03
VIRGINIA	42.04	5.59	38.58	4.13	0.63	0.13	0.05	8.86
WASHINGTON	32.49	16.19	43.76	4.96	1.41	0.05	0.01	1.14
WEST VIRGINIA	7.88	64.89	23.85	0.29	0.20	0.22	0.07	2.60
WISCONSIN	39.49	9.46	49.38	1.44	0.05	0.06	0.00	0.12
WYOMING	87.71	6.64	4.65	0.33	0.66	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	63.01	15.61	19.65	1.73	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	94.29	0.00	0.00	0.00	0.00	0.00	0.00	5.71
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	50.69	9.31	31.68	4.07	1.47	0.13	0.05	2.60
50 STATES, D.C. & P.R.	50.68	9.31	31.69	4.07	1.47	0.13	0.05	2.60

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	23,985	12,203	6,195	373	36	137	38	36
ALASKA	6,338	1,934	559	1	7	1	4	3
ARIZONA	18,072	11,909	4,663	399	215	35	33	20
ARKANSAS	11,026	7,128	2,498	45	183	.	132	39
CALIFORNIA	166,507	38,115	57,660	2,178	2,003	268	143	453
COLORADO	24,293	3,991	2,173	173	39	53	151	111
CONNECTICUT	21,363	5,483	5,042	330	403	3	72	45
DELAWARE	2,389	4,457	514	217	1	0	0	24
DISTRICT OF COLUMBIA	269	386	1,450	377	178	0	31	0
FLORIDA	71,788	34,228	36,746	2,005	119	262	0	468
GEORGIA	32,390	19,187	13,752	225	10	1	11	32
HAWAII	4,020	2,224	1,012	23	4	2	1	13
IDAHO	3,654	1,954	496	25	8	0	8	9
ILLINOIS	47,957	34,933	29,343	2,023	1,248	94	93	193
INDIANA	45,630	5,511	11,474	249	4	143	28	45
IOWA	17,248	7,869	2,393	227	.	107	9	24
KANSAS	15,528	5,438	3,190	147	37	54	7	32
KENTUCKY	21,271	10,198	3,436	31	36	97	13	79
LOUISIANA	17,510	6,505	12,615	316	13	165	8	103
MAINE	7,763	4,450	1,358	66	46	5	36	16
MARYLAND	25,025	8,209	10,366	1,420	529	118	36	63
MASSACHUSETTS	48,174	8,374	10,379	447	1,022	.	162	222
MICHIGAN	48,902	18,252	13,931	2,394	.	68	8	322
MINNESOTA	30,767	8,233	2,090	524	74	87	25	53
MISSISSIPPI	14,685	8,996	6,143	124	60	97	7	92
MISSOURI	30,688	14,309	8,999	572	274	67	74	102
MONTANA	5,613	2,227	463	10	3	31	34	9
NEBRASKA	12,901	3,741	1,746	528	28	15	5	73
NEVADA	6,684	4,634	1,270	234	0	0	1	20
NEW HAMPSHIRE	5,191	2,611	1,912	335	38	0	62	21
NEW JERSEY	54,742	10,591	22,514	1,789	2,967	178	10	144
NEW MEXICO	8,001	5,663	6,356	1	1	90	9	31
NEW YORK	58,136	24,322	50,341	8,840	2,858	321	368	588
NORTH CAROLINA	48,999	11,169	9,441	503	174	239	5	91
NORTH DAKOTA	4,617	536	313	47	7	18	10	5
OHIO	72,085	18,923	12,418	1,071	0	52	0	335
OKLAHOMA	19,442	9,226	4,141	136	21	102	27	59
OREGON	22,375	4,530	1,716	165	223	45	74	70
PENNSYLVANIA	43,782	20,370	24,708	1,049	938	184	149	114
PUERTO RICO	903	9,875	3,681	206	222	48	8	366
RHODE ISLAND	6,340	1,648	2,538	44	164	0	47	19
SOUTH CAROLINA	18,806	13,379	8,238	291	5	94	9	45
SOUTH DAKOTA	5,670	1,611	389	31	28	18	87	9
TENNESSEE	34,988	13,437	7,429	347	184	128	19	252
TEXAS	69,884	90,552	31,334	426	24	53	0	978
UTAH	12,585	8,518	3,891	307	0	310	.	41
VERMONT	4,113	138	52	13	30	0	34	31
VIRGINIA	29,062	19,121	15,311	326	403	103	48	133
WASHINGTON	30,157	12,893	6,197	118	59	29	2	133
WEST VIRGINIA	1,510	16,277	2,726	32	22	33	3	23
WISCONSIN	20,401	16,051	7,102	190	16	74	5	32
WYOMING	3,665	1,508	318	8	30	12	8	2
AMERICAN SAMOA	130	53	25	0	0	0	0	0
GUAM	267	427	34	1	0	0	0	0
NORTHERN MARIANAS	94	7	4	0	0	0	0	0
PALAU	32	17	7	0	0	0	0	1
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1,128	2,389	572	0	6	16	7	2
U.S. AND OUTLYING AREAS	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226
50 STATES, D.C. & P.R.	1,362,894	608,027	475,022	31,958	14,994	4,041	2,154	6,223

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.78	28.38	14.41	0.87	0.08	0.32	0.09	0.08
ALASKA	71.64	21.86	6.32	0.01	0.08	0.01	0.05	0.03
ARIZONA	51.13	33.69	13.19	1.13	0.61	0.10	0.09	0.06
ARKANSAS	52.38	33.86	11.87	0.21	0.87	.	0.63	0.19
CALIFORNIA	62.29	14.26	21.57	0.81	0.75	0.10	0.05	0.17
COLORADO	78.40	12.88	7.01	0.56	0.13	0.17	0.49	0.36
CONNECTICUT	65.25	16.75	15.40	1.01	1.23	0.01	0.22	0.14
DELAWARE	31.43	58.63	6.76	2.85	0.01	0.00	0.00	0.32
DISTRICT OF COLUMBIA	10.00	14.34	53.88	14.01	6.61	0.00	1.15	0.00
FLORIDA	49.30	23.51	25.23	1.38	0.08	0.18	0.00	0.32
GEORGIA	49.37	29.24	20.96	0.34	0.02	0.00	0.02	0.05
HAWAII	55.08	30.47	13.86	0.32	0.05	0.03	0.01	0.18
IDAHO	77.59	17.52	4.45	0.22	0.07	0.00	0.07	0.08
ILLINOIS	41.38	30.14	25.32	1.75	1.08	0.08	0.08	0.17
INDIANA	72.33	8.74	18.19	0.39	0.01	0.23	0.04	0.07
IOWA	61.87	28.23	8.58	0.81	.	0.38	0.03	0.09
KANSAS	63.55	22.26	13.06	0.60	0.15	0.22	0.03	0.13
KENTUCKY	60.50	29.00	9.77	0.09	0.10	0.28	0.04	0.22
LOUISIANA	47.03	17.47	33.88	0.85	0.03	0.44	0.02	0.28
MAINE	56.50	32.39	9.88	0.48	0.33	0.04	0.26	0.12
MARYLAND	54.68	17.94	22.65	3.10	1.16	0.26	0.08	0.14
MASSACHUSETTS	70.04	12.18	15.09	0.65	1.49	.	0.24	0.32
MICHIGAN	58.30	21.76	16.61	2.85	.	0.08	0.01	0.38
MINNESOTA	73.51	19.67	4.99	1.25	0.18	0.21	0.06	0.13
MISSISSIPPI	48.62	29.78	20.34	0.41	0.20	0.32	0.02	0.30
MISSOURI	55.71	25.98	16.34	1.04	0.50	0.12	0.13	0.19
MONTANA	66.90	26.54	5.52	0.12	0.04	0.37	0.41	0.11
NEBRASKA	67.77	19.65	9.17	2.77	0.15	0.08	0.03	0.38
NEVADA	52.04	36.08	9.89	1.82	0.00	0.00	0.01	0.16
NEW HAMPSHIRE	51.04	25.67	18.80	3.29	0.37	0.00	0.61	0.21
NEW JERSEY	58.90	11.40	24.23	1.93	3.19	0.19	0.01	0.15
NEW MEXICO	39.70	28.10	31.54	0.00	0.00	0.45	0.04	0.15
NEW YORK	39.88	16.68	34.53	6.06	1.96	0.22	0.25	0.40
NORTH CAROLINA	69.38	15.82	13.37	0.71	0.25	0.34	0.01	0.13
NORTH DAKOTA	83.14	9.65	5.64	0.85	0.13	0.32	0.18	0.09
OHIO	68.73	18.04	11.84	1.02	0.00	0.05	0.00	0.32
OKLAHOMA	58.64	27.83	12.49	0.41	0.06	0.31	0.08	0.18
OREGON	76.63	15.51	5.88	0.57	0.76	0.15	0.25	0.24
PENNSYLVANIA	47.96	22.31	27.06	1.15	1.03	0.20	0.16	0.12
PUERTO RICO	5.90	64.50	24.04	1.35	1.45	0.31	0.05	2.39
RHODE ISLAND	58.70	15.26	23.50	0.41	1.52	0.00	0.44	0.18
SOUTH CAROLINA	46.02	32.74	20.16	0.71	0.01	0.23	0.02	0.11
SOUTH DAKOTA	72.29	20.54	4.96	0.40	0.36	0.23	1.11	0.11
TENNESSEE	61.62	23.66	13.08	0.61	0.32	0.23	0.03	0.44
TEXAS	36.16	46.86	16.21	0.22	0.01	0.03	0.00	0.51
UTAH	49.06	33.21	15.17	1.20	0.00	1.21	.	0.16
VERMONT	93.24	3.13	1.18	0.29	0.68	0.00	0.77	0.70
VIRGINIA	45.05	29.64	23.74	0.51	0.62	0.16	0.07	0.21
WASHINGTON	60.82	26.00	12.50	0.24	0.12	0.06	0.00	0.27
WEST VIRGINIA	7.32	78.91	13.22	0.16	0.11	0.16	0.01	0.11
WISCONSIN	46.50	36.59	16.19	0.43	0.04	0.17	0.01	0.07
WYOMING	66.02	27.17	5.73	0.14	0.54	0.22	0.14	0.04
AMERICAN SAMOA	62.50	25.48	12.02	0.00	0.00	0.00	0.00	0.00
GUAM	36.63	58.57	4.66	0.14	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	89.52	6.67	3.81	0.00	0.00	0.00	0.00	0.00
PALAU	56.14	29.82	12.28	0.00	0.00	0.00	0.00	1.75
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	27.38	57.99	13.88	0.00	0.15	0.39	0.17	0.05
U.S. AND OUTLYING AREAS	54.35	24.33	18.95	1.27	0.60	0.16	0.09	0.25
50 STATES, D.C. & P.R.	54.40	24.27	18.96	1.28	0.60	0.16	0.09	0.25

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6,041	7,425	417	16	2	3	1	1
ALASKA	3,440	1,316	75	0	2	0	3	2
ARIZONA	7,205	9,114	1,445	11	14	0	3	1
ARKANSAS	3,626	4,228	378	1	5	.	1	4
CALIFORNIA	73,759	32,119	31,539	73	386	0	22	70
COLORADO	12,146	2,681	338	7	3	0	10	7
CONNECTICUT	9,901	3,600	2,018	33	73	1	1	3
DELAWARE	1,307	2,970	272	34	0	0	0	4
DISTRICT OF COLUMBIA	139	314	869	102	109	0	0	0
FLORIDA	13,078	28,989	11,988	35	26	33	0	20
GEORGIA	8,594	7,187	2,209	0	1	0	0	3
HAWAII	1,527	1,490	206	0	0	0	0	1
IDAHO	4,841	1,223	45	2	0	0	1	0
ILLINOIS	3,507	30,607	13,999	158	31	2	0	4
INDIANA	10,166	4,318	2,999	1	0	0	0	2
IOWA	6,931	3,162	962	10	.	1	0	2
KANSAS	4,439	3,497	570	7	1	2	2	1
KENTUCKY	2,662	4,687	349	3	1	0	6	4
LOUISIANA	2,395	4,614	4,679	5	2	9	1	10
MAINE	2,558	2,368	192	2	0	1	1	0
MARYLAND	7,900	5,534	4,135	156	62	0	0	13
MASSACHUSETTS	33,033	5,991	3,896	75	138	.	17	12
MICHIGAN	13,896	13,146	4,586	338	.	3	0	33
MINNESOTA	12,352	3,870	254	21	8	0	5	5
MISSISSIPPI	1,437	5,595	3,106	1	21	3	0	7
MISSOURI	10,820	9,828	2,710	19	39	0	9	16
MONTANA	2,258	1,725	60	2	0	1	12	0
NEBRASKA	4,512	2,003	285	43	1	0	1	4
NEVADA	2,478	4,033	530	71	0	0	1	1
NEW HAMPSHIRE	2,393	1,342	826	7	3	0	5	4
NEW JERSEY	13,575	9,769	15,157	234	517	7	1	34
NEW MEXICO	2,971	3,957	2,913	0	0	0	.	2
NEW YORK	35,911	12,830	25,578	385	394	24	75	68
NORTH CAROLINA	19,165	5,752	1,522	1	6	0	0	11
NORTH DAKOTA	1,812	192	19	11	0	0	1	1
OHIO	21,491	5,667	1,281	14	0	0	0	11
OKLAHOMA	6,363	6,091	511	7	4	0	0	4
OREGON	10,018	3,079	139	10	23	2	2	17
PENNSYLVANIA	6,609	15,144	11,416	78	0	5	0	5
PUERTO RICO	108	5,125	531	14	32	0	0	16
RHODE ISLAND	3,003	1,184	1,466	0	13	0	3	3
SOUTH CAROLINA	2,182	9,506	2,366	12	5	1	0	6
SOUTH DAKOTA	2,213	998	36	0	1	0	1	0
TENNESSEE	11,862	8,913	1,987	36	9	0	0	50
TEXAS	11,679	73,463	11,004	22	1	0	0	43
UTAH	5,271	6,723	1,384	16	0	0	.	5
VERMONT	1,771	45	5	1	4	0	3	10
VIRGINIA	7,031	13,069	6,019	12	115	6	2	12
WASHINGTON	10,214	7,076	1,145	4	4	0	0	7
WEST VIRGINIA	826	4,582	648	0	7	0	0	1
WISCONSIN	4,310	11,448	1,176	3	3	1	2	1
WYOMING	1,219	978	56	0	6	0	0	0
AMERICAN SAMOA	100	53	0	0	0	0	0	0
GUAM	102	371	7	0	0	0	0	0
NORTHERN MARIANAS	52	1	0	0	0	0	0	0
PALAU	23	16	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	348	1,448	113	0	0	0	0	1
U.S. AND OUTLYING AREAS	449,570	416,456	182,418	2,093	2,072	105	192	542
50 STATES, D.C. & P.R.	448,945	414,567	182,296	2,093	2,072	105	192	541

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	43.44	53.39	3.00	0.12	0.01	0.02	0.01	0.01
ALASKA	71.10	27.20	1.55	0.00	0.04	0.00	0.06	0.04
ARIZONA	40.49	51.22	8.12	0.06	0.08	0.00	0.02	0.01
ARKANSAS	43.99	51.29	4.59	0.01	0.06	.	0.01	0.05
CALIFORNIA	53.46	23.28	22.86	0.05	0.28	0.00	0.02	0.05
COLORADO	79.95	17.65	2.22	0.05	0.02	0.00	0.07	0.05
CONNECTICUT	63.35	23.03	12.91	0.21	0.47	0.01	0.01	0.02
DELAWARE	28.49	64.75	5.93	0.74	0.00	0.00	0.00	0.09
DISTRICT OF COLUMBIA	9.07	20.48	56.69	6.65	7.11	0.00	0.00	0.00
FLORIDA	24.14	53.52	22.13	0.06	0.05	0.06	0.00	0.04
GEORGIA	47.76	39.94	12.28	0.00	0.01	0.00	0.00	0.02
HAWAII	47.36	46.22	6.39	0.00	0.00	0.00	0.00	0.03
IDAHO	79.20	20.01	0.74	0.03	0.00	0.00	0.02	0.00
ILLINOIS	7.26	63.36	28.98	0.33	0.06	0.00	0.00	0.01
INDIANA	58.14	24.69	17.15	0.01	0.00	0.00	0.00	0.01
IOWA	62.62	28.57	8.69	0.09	.	0.01	0.00	0.02
KANSAS	52.11	41.05	6.69	0.08	0.01	0.02	0.02	0.01
KENTUCKY	34.52	60.78	4.53	0.04	0.01	0.00	0.08	0.05
LOUISIANA	20.44	39.39	39.94	0.04	0.02	0.08	0.01	0.09
MAINE	49.94	46.23	3.75	0.04	0.00	0.02	0.02	0.00
MARYLAND	44.38	31.09	23.23	0.88	0.35	0.00	0.00	0.07
MASSACHUSETTS	76.53	13.88	9.03	0.17	0.32	.	0.04	0.03
MICHIGAN	43.42	41.08	14.33	1.06	.	0.01	0.00	0.10
MINNESOTA	74.79	23.43	1.54	0.13	0.05	0.00	0.03	0.03
MISSISSIPPI	14.13	55.01	30.54	0.01	0.21	0.03	0.00	0.07
MISSOURI	46.16	41.93	11.56	0.08	0.17	0.00	0.04	0.07
MONTANA	55.64	42.51	1.48	0.05	0.00	0.02	0.30	0.00
NEBRASKA	65.88	29.25	4.16	0.63	0.01	0.00	0.01	0.06
NEVADA	34.83	56.69	7.45	1.00	0.00	0.00	0.01	0.01
NEW HAMPSHIRE	52.25	29.30	18.03	0.15	0.07	0.00	0.11	0.09
NEW JERSEY	34.55	24.86	38.57	0.60	1.32	0.02	0.00	0.09
NEW MEXICO	30.18	40.20	29.59	0.00	0.00	0.00	.	0.02
NEW YORK	47.71	17.05	33.98	0.51	0.52	0.03	0.10	0.09
NORTH CAROLINA	72.44	21.74	5.75	0.00	0.02	0.00	0.00	0.04
NORTH DAKOTA	89.00	9.43	0.93	0.54	0.00	0.00	0.05	0.05
OHIO	75.50	19.91	4.50	0.05	0.00	0.00	0.00	0.04
OKLAHOMA	49.02	46.93	3.94	0.05	0.03	0.00	0.00	0.03
OREGON	75.38	23.17	1.05	0.08	0.17	0.02	0.02	0.13
PENNSYLVANIA	19.87	45.54	34.33	0.23	0.00	0.02	0.00	0.02
PUERTO RICO	1.85	87.97	9.11	0.24	0.55	0.00	0.00	0.27
RHODE ISLAND	52.94	20.87	25.85	0.00	0.23	0.00	0.05	0.05
SOUTH CAROLINA	15.50	67.52	16.81	0.09	0.04	0.01	0.00	0.04
SOUTH DAKOTA	68.11	30.72	1.11	0.00	0.03	0.00	0.03	0.00
TENNESSEE	51.90	38.99	8.69	0.16	0.04	0.00	0.00	0.22
TEXAS	12.14	76.36	11.44	0.02	0.00	0.00	0.00	0.04
UTAH	39.34	50.18	10.33	0.12	0.00	0.00	.	0.04
VERMONT	96.30	2.45	0.27	0.05	0.22	0.00	0.16	0.54
VIRGINIA	26.77	49.76	22.92	0.05	0.44	0.02	0.01	0.05
WASHINGTON	55.36	38.35	6.21	0.02	0.02	0.00	0.00	0.04
WEST VIRGINIA	13.62	75.56	10.69	0.00	0.12	0.00	0.00	0.02
WISCONSIN	25.44	67.56	6.94	0.02	0.02	0.01	0.01	0.01
WYOMING	53.96	43.29	2.48	0.00	0.27	0.00	0.00	0.00
AMERICAN SAMOA	65.36	34.64	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	21.25	77.29	1.46	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	98.11	1.89	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	56.10	39.02	4.88	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	18.22	75.81	5.92	0.00	0.00	0.00	0.00	0.05
U.S. AND OUTLYING AREAS	42.68	39.53	17.32	0.20	0.20	0.01	0.02	0.05
50 STATES, D.C. & P.R.	42.72	39.45	17.35	0.20	0.20	0.01	0.02	0.05

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October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,711	159	122	3	6	1	2	2
ALASKA	2,497	250	20	0	3	0	1	0
ARIZONA	9,326	1,425	185	41	0	0	0	0
ARKANSAS	6,285	281	69	.	2	.	0	2
CALIFORNIA	83,744	2,780	5,453	17	31	0	0	28
COLORADO	7,199	430	194	3	6	0	1	2
CONNECTICUT	8,356	707	382	7	5	0	0	0
DELAWARE	862	579	1	0	0	0	0	0
DISTRICT OF COLUMBIA	116	46	173	0	0	0	0	0
FLORIDA	55,674	1,343	1,998	31	26	21	0	14
GEORGIA	18,140	4,843	177	1	3	0	0	3
HAWAII	2,021	158	56	0	0	0	0	0
IDAHO	2,830	122	17	1	0	0	0	1
ILLINOIS	42,705	797	1,514	55	2	0	0	2
INDIANA	31,954	13	0	0	0	0	0	0
IOWA	4,708	2,147	653	2	.	0	0	0
KANSAS	9,333	273	55	4	0	2	0	7
KENTUCKY	15,604	937	160	0	9	0	0	0
LOUISIANA	13,786	247	437	3	0	0	0	9
MAINE	4,030	772	152	1	1	0	0	1
MARYLAND	15,176	1,673	1,871	134	15	0	0	10
MASSACHUSETTS	11,186	558	809	8	27	.	7	10
MICHIGAN	29,294	781	441	274	.	0	0	185
MINNESOTA	11,242	843	95	26	9	0	1	8
MISSISSIPPI	13,107	2,535	947	37	35	1	3	30
MISSOURI	17,961	1,776	763	0	38	0	0	1
MONTANA	2,886	92	20	0	1	0	0	0
NEBRASKA	6,527	273	111	358	5	1	0	9
NEVADA	3,749	31	107	3	0	0	0	2
NEW HAMPSHIRE	1,948	860	574	36	5	0	2	9
NEW JERSEY	40,057	285	1,685	39	135	0	0	0
NEW MEXICO	4,271	1,083	1,437	0	1	0	.	0
NEW YORK	15,159	7,708	8,593	310	191	11	25	23
NORTH CAROLINA	23,486	152	239	7	30	1	0	9
NORTH DAKOTA	2,348	95	96	21	4	0	1	1
OHIO	45,843	0	94	0	0	0	0	0
OKLAHOMA	11,837	1,044	58	14	4	50	0	0
OREGON	9,885	620	176	8	29	0	1	9
PENNSYLVANIA	34,952	1,731	487	51	0	0	0	2
PUERTO RICO	513	1,716	163	5	8	1	0	2
RHODE ISLAND	2,967	263	235	0	8	0	2	0
SOUTH CAROLINA	15,547	693	371	0	0	0	0	0
SOUTH DAKOTA	3,022	146	37	1	1	0	0	0
TENNESSEE	19,813	1,478	628	6	5	0	0	3
TEXAS	53,991	2,458	689	5	0	0	0	6
UTAH	5,977	644	301	1	0	.	.	1
VERMONT	1,104	44	15	3	7	0	0	7
VIRGINIA	19,531	3,187	249	16	163	1	3	44
WASHINGTON	13,389	545	909	0	7	2	0	8
WEST VIRGINIA	348	10,000	10	0	15	0	1	0
WISCONSIN	13,476	363	368	14	11	0	0	1
WYOMING	2,086	225	29	1	21	0	2	1
AMERICAN SAMOA	30	0	0	0	0	0	0	0
GUAM	123	9	1	0	0	0	0	0
NORTHERN MARIANAS	7	0	1	0	0	0	0	0
PALAU	4	1	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	690	514	270	0	0	0	0	0
U.S. AND OUTLYING AREAS	788,413	62,735	34,698	1,547	869	92	52	452
50 STATES, D.C. & P.R.	787,559	62,211	34,425	1,547	869	92	52	452

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.16	0.99	0.76	0.02	0.04	0.01	0.01	0.01
ALASKA	90.11	9.02	0.72	0.00	0.11	0.00	0.04	0.00
ARIZONA	84.96	12.98	1.69	0.37	0.00	0.00	0.00	0.00
ARKANSAS	94.67	4.23	1.04	.	0.03	.	0.00	0.03
CALIFORNIA	90.97	3.02	5.92	0.02	0.03	0.00	0.00	0.03
COLORADO	91.88	5.49	2.48	0.04	0.08	0.00	0.01	0.03
CONNECTICUT	88.36	7.48	4.04	0.07	0.05	0.00	0.00	0.00
DELAWARE	59.78	40.15	0.07	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	34.63	13.73	51.64	0.00	0.00	0.00	0.00	0.00
FLORIDA	94.19	2.27	3.38	0.05	0.04	0.04	0.00	0.02
GEORGIA	78.30	20.90	0.76	0.00	0.01	0.00	0.00	0.01
HAWAII	90.43	7.07	2.51	0.00	0.00	0.00	0.00	0.00
IDAHO	95.25	4.11	0.57	0.03	0.00	0.00	0.00	0.03
ILLINOIS	94.74	1.77	3.36	0.12	0.00	0.00	0.00	0.00
INDIANA	99.96	0.04	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	62.69	28.59	8.70	0.03	.	0.00	0.00	0.00
KANSAS	96.48	2.82	0.57	0.04	0.00	0.02	0.00	0.07
KENTUCKY	93.38	5.61	0.96	0.00	0.05	0.00	0.00	0.00
LOUISIANA	95.19	1.71	3.02	0.02	0.00	0.00	0.00	0.06
MAINE	81.30	15.57	3.07	0.02	0.02	0.00	0.00	0.02
MARYLAND	80.39	8.86	9.91	0.71	0.08	0.00	0.00	0.05
MASSACHUSETTS	88.74	4.43	6.42	0.06	0.21	.	0.06	0.08
MICHIGAN	94.57	2.52	1.42	0.88	.	0.00	0.00	0.60
MINNESOTA	91.97	6.90	0.78	0.21	0.07	0.00	0.01	0.07
MISSISSIPPI	78.51	15.18	5.67	0.22	0.21	0.01	0.02	0.18
MISSOURI	87.45	8.65	3.71	0.00	0.19	0.00	0.00	0.00
MONTANA	96.23	3.07	0.67	0.00	0.03	0.00	0.00	0.00
NEBRASKA	89.61	3.75	1.52	4.91	0.07	0.01	0.00	0.12
NEVADA	96.33	0.80	2.75	0.08	0.00	0.00	0.00	0.05
NEW HAMPSHIRE	56.73	25.04	16.72	1.05	0.15	0.00	0.06	0.26
NEW JERSEY	94.92	0.68	3.99	0.09	0.32	0.00	0.00	0.00
NEW MEXICO	62.88	15.95	21.16	0.00	0.01	0.00	.	0.00
NEW YORK	47.34	24.07	26.84	0.97	0.60	0.03	0.08	0.07
NORTH CAROLINA	98.17	0.64	1.00	0.03	0.13	0.00	0.00	0.04
NORTH DAKOTA	91.50	3.70	3.74	0.82	0.16	0.00	0.04	0.04
OHIO	99.80	0.00	0.20	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	91.00	8.03	0.45	0.11	0.03	0.38	0.00	0.00
OREGON	92.14	5.78	1.64	0.07	0.27	0.00	0.01	0.08
PENNSYLVANIA	93.90	4.65	1.31	0.14	0.00	0.00	0.00	0.01
PUERTO RICO	21.30	71.26	6.77	0.21	0.33	0.04	0.00	0.08
RHODE ISLAND	85.38	7.57	6.76	0.00	0.23	0.00	0.06	0.00
SOUTH CAROLINA	93.59	4.17	2.23	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	94.23	4.55	1.15	0.03	0.03	0.00	0.00	0.00
TENNESSEE	90.33	6.74	2.86	0.03	0.02	0.00	0.00	0.01
TEXAS	94.47	4.30	1.21	0.01	0.00	0.00	0.00	0.01
UTAH	86.32	9.30	4.35	0.01	0.00	.	.	0.01
VERMONT	93.56	3.73	1.27	0.25	0.59	0.00	0.00	0.59
VIRGINIA	84.21	13.74	1.07	0.07	0.70	0.00	0.01	0.19
WASHINGTON	90.10	3.67	6.12	0.00	0.05	0.01	0.00	0.05
WEST VIRGINIA	3.35	96.39	0.10	0.00	0.14	0.00	0.01	0.00
WISCONSIN	94.68	2.55	2.59	0.10	0.08	0.00	0.00	0.01
WYOMING	88.20	9.51	1.23	0.04	0.89	0.00	0.08	0.04
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	92.48	6.77	0.75	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	87.50	0.00	12.50	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	46.81	34.87	18.32	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	88.70	7.06	3.90	0.17	0.10	0.01	0.01	0.05
50 STATES, D.C. & P.R.	88.77	7.01	3.88	0.17	0.10	0.01	0.01	0.05

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

STATE	NUMBER REGULAR CLASS	 RESOURCE ROOM	 SEPAR CLASS	 PUBLIC SEPAR FACIL	 PRIVATE SEPAR FACIL	 PUBLIC RESID FACIL	 PRIVATE RESID FACIL	 HOME HOSP ENVIR
ALABAMA	556	3,409	4,467	137	15	10	1	5
ALASKA	53	137	127	0	1	0	0	0
ARIZONA	308	457	1,714	100	37	0	0	3
ARKANSAS	530	1,925	1,512	3	103	.	26	6
CALIFORNIA	684	966	8,963	672	85	0	1	151
COLORADO	476	204	380	0	1	0	2	1
CONNECTICUT	158	231	1,021	39	22	0	0	2
DELAWARE	86	502	162	93	1	0	0	2
DISTRICT OF COLUMBIA	3	16	229	111	40	0	0	0
FLORIDA	346	785	11,724	1,096	0	1	0	62
GEORGIA	1,021	2,505	7,319	69	2	0	2	14
HAWAII	108	333	362	2	0	0	0	8
IDAHO	519	425	233	3	0	0	2	0
ILLINOIS	264	493	7,899	611	561	1	38	8
INDIANA	1,382	844	6,131	66	0	4	9	14
IOWA	3,297	1,504	458	51	.	0	1	0
KANSAS	203	624	1,364	9	12	2	0	1
KENTUCKY	1,881	3,526	1,627	6	0	0	1	19
LOUISIANA	141	479	4,073	143	9	46	1	16
MAINE	58	159	217	6	6	0	1	0
MARYLAND	177	236	1,634	298	21	1	0	3
MASSACHUSETTS	1,513	1,119	2,946	36	98	.	21	9
MICHIGAN	890	1,832	4,764	644	.	1	0	19
MINNESOTA	1,310	1,878	793	111	4	1	2	10
MISSISSIPPI	46	507	1,574	25	2	7	2	10
MISSOURI	540	502	3,260	425	32	32	10	10
MONTANA	107	203	160	2	0	1	1	0
NEBRASKA	596	997	664	33	1	4	1	8
NEVADA	88	214	314	75	0	0	0	1
NEW HAMPSHIRE	61	53	135	30	2	0	2	0
NEW JERSEY	24	21	1,039	247	173	19	0	13
NEW MEXICO	54	127	535	0	0	0	.	2
NEW YORK	394	337	4,095	984	193	2	11	16
NORTH CAROLINA	2,236	3,583	4,608	287	78	6	0	12
NORTH DAKOTA	177	165	127	4	0	3	0	1
OHIO	2,510	10,472	5,910	33	0	0	0	17
OKLAHOMA	571	1,706	2,266	20	1	1	0	0
OREGON	547	327	580	16	5	3	13	2
PENNSYLVANIA	461	2,161	7,920	430	16	8	7	39
PUERTO RICO	62	2,089	2,068	125	47	0	0	44
RHODE ISLAND	14	31	341	0	32	0	4	0
SOUTH CAROLINA	333	1,841	4,053	190	0	10	2	17
SOUTH DAKOTA	138	295	164	2	1	3	2	1
TENNESSEE	505	1,663	2,960	29	43	13	9	12
TEXAS	307	1,900	7,807	145	8	4	0	64
UTAH	57	270	1,059	22	0	0	.	1
VERMONT	534	18	12	3	2	0	4	3
VIRGINIA	125	746	4,398	82	10	3	6	26
WASHINGTON	971	1,383	1,272	5	2	0	0	1
WEST VIRGINIA	69	1,046	1,749	12	0	0	1	11
WISCONSIN	334	1,579	3,121	106	1	15	0	7
WYOMING	32	116	87	1	2	5	0	0
AMERICAN SAMOA	0	0	11	0	0	0	0	0
GUAM	5	27	14	0	0	0	0	0
NORTHERN MARIANAS	9	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	17	147	64	0	1	3	1	1
U.S. AND OUTLYING AREAS	27,888	59,116	132,487	7,639	1,670	209	184	672
50 STATES, D.C. & P.R.	27,857	58,941	132,397	7,639	1,669	206	183	671

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	6.47	39.64	51.94	1.59	0.17	0.12	0.01	0.06
ALASKA	16.67	43.08	39.94	0.00	0.31	0.00	0.00	0.00
ARIZONA	11.76	17.45	65.44	3.82	1.41	0.00	0.00	0.11
ARKANSAS	12.91	46.89	36.83	0.07	2.51	.	0.63	0.15
CALIFORNIA	5.94	8.38	77.79	5.83	0.74	0.00	0.01	1.31
COLORADO	44.74	19.17	35.71	0.00	0.09	0.00	0.19	0.09
CONNECTICUT	10.73	15.68	69.31	2.65	1.49	0.00	0.00	0.14
DELAWARE	10.17	59.34	19.15	10.99	0.12	0.00	0.00	0.24
DISTRICT OF COLUMBIA	0.75	4.01	57.39	27.82	10.03	0.00	0.00	0.00
FLORIDA	2.47	5.60	83.66	7.82	0.00	0.01	0.00	0.44
GEORGIA	9.34	22.91	66.95	0.63	0.02	0.00	0.02	0.13
HAWAII	13.28	40.96	44.53	0.25	0.00	0.00	0.00	0.98
IDAHO	43.91	35.96	19.71	0.25	0.00	0.00	0.17	0.00
ILLINOIS	2.67	4.99	79.99	6.19	5.68	0.01	0.38	0.08
INDIANA	16.36	9.99	72.56	0.78	0.00	0.05	0.11	0.17
IOWA	62.08	28.32	8.62	0.96	.	0.00	0.02	0.00
KANSAS	9.16	28.17	61.58	0.41	0.54	0.09	0.00	0.05
KENTUCKY	26.64	49.94	23.05	0.08	0.00	0.00	0.01	0.27
LOUISIANA	2.87	9.76	82.99	2.91	0.18	0.94	0.02	0.33
MAINE	12.98	35.57	48.55	1.34	1.34	0.00	0.22	0.00
MARYLAND	7.47	9.96	68.95	12.57	0.89	0.04	0.00	0.13
MASSACHUSETTS	26.35	19.49	51.31	0.63	1.71	.	0.37	0.16
MICHIGAN	10.92	22.48	58.45	7.90	.	0.01	0.00	0.23
MINNESOTA	31.88	45.70	19.30	2.70	0.10	0.02	0.05	0.24
MISSISSIPPI	2.12	23.33	72.43	1.15	0.09	0.32	0.09	0.46
MISSOURI	11.22	10.43	67.76	8.83	0.67	0.67	0.21	0.21
MONTANA	22.57	42.83	33.76	0.42	0.00	0.21	0.21	0.00
NEBRASKA	25.87	43.27	28.82	1.43	0.04	0.17	0.04	0.35
NEVADA	12.72	30.92	45.38	10.84	0.00	0.00	0.00	0.14
NEW HAMPSHIRE	21.55	18.73	47.70	10.60	0.71	0.00	0.71	0.00
NEW JERSEY	1.56	1.37	67.64	16.08	11.26	1.24	0.00	0.85
NEW MEXICO	7.52	17.69	74.51	0.00	0.00	0.00	.	0.28
NEW YORK	6.53	5.59	67.89	16.31	3.20	0.03	0.18	0.27
NORTH CAROLINA	20.68	33.15	42.63	2.65	0.72	0.06	0.00	0.11
NORTH DAKOTA	37.11	34.59	26.62	0.84	0.00	0.63	0.00	0.21
OHIO	13.25	55.28	31.20	0.17	0.00	0.00	0.00	0.09
OKLAHOMA	12.51	37.37	49.64	0.44	0.02	0.02	0.00	0.00
OREGON	36.64	21.90	38.85	1.07	0.33	0.20	0.87	0.13
PENNSYLVANIA	4.17	19.57	71.73	3.89	0.14	0.07	0.06	0.35
PUERTO RICO	1.40	47.10	46.63	2.82	1.06	0.00	0.00	0.99
RHODE ISLAND	3.32	7.35	80.81	0.00	7.58	0.00	0.95	0.00
SOUTH CAROLINA	5.17	28.56	62.88	2.95	0.00	0.16	0.03	0.26
SOUTH DAKOTA	22.77	48.68	27.06	0.33	0.17	0.50	0.33	0.17
TENNESSEE	9.65	31.77	56.55	0.55	0.82	0.25	0.17	0.23
TEXAS	3.00	18.56	76.28	1.42	0.08	0.04	0.00	0.63
UTAH	4.05	19.16	75.16	1.56	0.00	0.00	.	0.07
VERMONT	92.71	3.13	2.08	0.52	0.35	0.00	0.69	0.52
VIRGINIA	2.32	13.83	81.50	1.52	0.19	0.06	0.11	0.48
WASHINGTON	26.72	38.06	35.00	0.14	0.06	0.00	0.00	0.03
WEST VIRGINIA	2.39	36.22	60.56	0.42	0.00	0.00	0.03	0.38
WISCONSIN	6.47	30.58	60.45	2.05	0.02	0.29	0.00	0.14
WYOMING	13.17	47.74	35.80	0.41	0.82	2.06	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	10.87	58.70	30.43	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	90.00	10.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	7.26	62.82	27.35	0.00	0.43	1.28	0.43	0.43
U.S. AND OUTLYING AREAS	12.13	25.72	57.64	3.32	0.73	0.09	0.08	0.29
50 STATES, D.C. & P.R.	12.13	25.68	57.67	3.33	0.73	0.09	0.08	0.29

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October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	880	705	447	39	12	13	18	2
ALASKA	73	78	93	0	0	0	0	0
ARIZONA	364	349	589	123	92	0	26	2
ARKANSAS	23	37	80	2	0	.	1	1
CALIFORNIA	341	285	2,472	299	1,222	0	112	32
COLORADO	2,011	249	530	57	26	0	132	70
CONNECTICUT	1,310	423	963	77	188	2	57	17
DELAWARE	32	147	38	33	0	0	0	6
DISTRICT OF COLUMBIA	2	7	125	70	26	0	30	0
FLORIDA	1,515	2,408	8,331	637	34	25	0	29
GEORGIA	3,566	3,704	2,992	135	1	0	8	1
HAWAII	167	126	151	0	4	0	1	3
IDAHO	80	24	32	16	8	0	5	0
ILLINOIS	467	1,922	3,919	769	546	3	50	23
INDIANA	855	133	1,337	67	4	24	5	10
IOWA	1,524	695	211	110	.	29	4	6
KANSAS	560	423	543	29	5	45	5	1
KENTUCKY	250	469	800	19	19	20	6	12
LOUISIANA	106	192	1,391	98	0	18	3	14
MAINE	577	621	329	24	33	0	27	4
MARYLAND	318	168	898	138	220	1	21	5
MASSACHUSETTS	1,262	418	1,747	278	546	.	39	29
MICHIGAN	1,863	1,398	1,962	336	.	37	5	4
MINNESOTA	3,401	929	671	312	50	27	15	20
MISSISSIPPI	4	21	59	0	0	1	1	2
MISSOURI	288	1,416	1,369	80	106	0	46	27
MONTANA	97	57	62	4	2	3	18	1
NEBRASKA	459	205	361	25	16	1	0	2
NEVADA	122	177	145	9	0	0	0	3
NEW HAMPSHIRE	242	112	138	2	12	0	30	0
NEW JERSEY	292	194	1,301	190	624	28	0	34
NEW MEXICO	277	178	704	0	0	36	9	2
NEW YORK	1,856	1,159	6,286	3,790	798	154	121	289
NORTH CAROLINA	1,428	775	1,528	37	9	16	3	20
NORTH DAKOTA	81	49	36	0	0	6	2	0
OHIO	367	1,077	1,096	731	0	0	0	34
OKLAHOMA	99	141	506	21	5	19	0	0
OREGON	504	166	305	100	129	0	34	14
PENNSYLVANIA	490	799	2,869	288	348	168	33	38
PUERTO RICO	18	170	239	3	4	0	1	6
RHODE ISLAND	116	45	252	0	60	0	34	2
SOUTH CAROLINA	253	647	874	31	0	6	6	13
SOUTH DAKOTA	66	43	58	0	12	0	54	1
TENNESSEE	235	210	395	63	52	12	9	17
TEXAS	1,268	4,871	4,670	80	5	0	0	247
UTAH	994	688	611	44	0	12	.	12
VERMONT	341	15	10	6	12	0	13	7
VIRGINIA	536	638	2,253	103	86	13	27	7
WASHINGTON	815	654	595	64	4	0	0	54
WEST VIRGINIA	80	240	192	0	0	0	1	1
WISCONSIN	1,182	2,138	1,726	19	1	28	2	5
WYOMING	77	56	77	6	0	3	5	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	20	125	55	0	5	1	5	0
U.S. AND OUTLYING AREAS	34,154	32,977	59,426	9,364	5,326	751	1,024	1,131
50 STATES, D.C. & P.R.	34,134	32,851	59,368	9,364	5,321	750	1,019	1,131

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October 1, 1996.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.59	33.32	21.12	1.84	0.57	0.61	0.85	0.09
ALASKA	29.92	31.97	38.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	23.56	22.59	38.12	7.96	5.95	0.00	1.68	0.13
ARKANSAS	15.97	25.69	55.56	1.39	0.00	.	0.69	0.69
CALIFORNIA	7.16	5.98	51.90	6.28	25.66	0.00	2.35	0.67
COLORADO	65.40	8.10	17.24	1.85	0.85	0.00	4.29	2.28
CONNECTICUT	43.13	13.93	31.71	2.54	6.19	0.07	1.88	0.56
DELAWARE	12.50	57.42	14.84	12.89	0.00	0.00	0.00	2.34
DISTRICT OF COLUMBIA	0.77	2.69	48.08	26.92	10.00	0.00	11.54	0.00
FLORIDA	11.67	18.55	64.19	4.91	0.26	0.19	0.00	0.22
GEORGIA	34.27	35.59	28.75	1.30	0.01	0.00	0.08	0.01
HAWAII	36.95	27.88	33.41	0.00	0.88	0.00	0.22	0.66
IDAHO	48.48	14.55	19.39	9.70	4.85	0.00	3.03	0.00
ILLINOIS	6.07	24.96	50.90	9.99	7.09	0.04	0.65	0.30
INDIANA	35.11	5.46	54.91	2.75	0.16	0.99	0.21	0.41
IOWA	59.09	26.95	8.18	4.27	.	1.12	0.16	0.23
KANSAS	34.76	26.26	33.71	1.80	0.31	2.79	0.31	0.06
KENTUCKY	15.67	29.40	50.16	1.19	1.19	1.25	0.38	0.75
LOUISIANA	5.82	10.54	76.34	5.38	0.00	0.99	0.16	0.77
MAINE	35.73	38.45	20.37	1.49	2.04	0.00	1.67	0.25
MARYLAND	17.98	9.50	50.76	7.80	12.44	0.06	1.19	0.28
MASSACHUSETTS	29.22	9.68	40.45	6.44	12.64	.	0.90	0.67
MICHIGAN	33.24	24.94	35.00	5.99	.	0.66	0.09	0.07
MINNESOTA	62.69	17.12	12.37	5.75	0.92	0.50	0.28	0.37
MISSISSIPPI	4.55	23.86	67.05	0.00	0.00	1.14	1.14	2.27
MISSOURI	8.64	42.50	41.09	2.40	3.18	0.00	1.38	0.81
MONTANA	39.75	23.36	25.41	1.64	0.82	1.23	7.38	0.41
NEBRASKA	42.94	19.18	33.77	2.34	1.50	0.09	0.00	0.19
NEVADA	26.75	38.82	31.80	1.97	0.00	0.00	0.00	0.66
NEW HAMPSHIRE	45.15	20.90	25.75	0.37	2.24	0.00	5.60	0.00
NEW JERSEY	10.97	7.29	48.85	7.13	23.43	1.05	0.00	1.28
NEW MEXICO	22.97	14.76	58.37	0.00	0.00	2.99	0.75	0.17
NEW YORK	12.84	8.02	43.49	26.22	5.52	1.07	0.84	2.00
NORTH CAROLINA	37.42	20.31	40.04	0.97	0.24	0.42	0.08	0.52
NORTH DAKOTA	46.55	28.16	20.69	0.00	0.00	3.45	1.15	0.00
OHIO	11.10	32.59	33.16	22.12	0.00	0.00	0.00	1.03
OKLAHOMA	12.52	17.83	63.97	2.65	0.63	2.40	0.00	0.00
OREGON	40.26	13.26	24.36	7.99	10.30	0.00	2.72	1.12
PENNSYLVANIA	9.74	15.88	57.00	5.72	6.91	3.34	0.66	0.76
PUERTO RICO	4.06	38.37	53.95	0.68	0.90	0.00	0.23	1.81
RHODE ISLAND	22.79	8.84	49.51	0.00	11.79	0.00	6.68	0.39
SOUTH CAROLINA	13.83	35.36	47.76	1.69	0.00	0.33	0.33	0.71
SOUTH DAKOTA	28.21	18.38	24.79	0.00	5.13	0.00	23.08	0.43
TENNESSEE	23.67	21.15	39.78	6.34	5.24	1.21	0.91	1.71
TEXAS	11.38	43.72	41.92	0.72	0.04	0.00	0.00	2.22
UTAH	42.10	29.14	25.88	1.86	0.00	0.51	.	0.51
VERMONT	84.41	3.71	2.48	1.49	2.97	0.00	3.22	1.73
VIRGINIA	14.63	17.42	61.51	2.81	2.35	0.35	0.74	0.19
WASHINGTON	37.28	29.92	27.22	2.93	0.18	0.00	0.00	2.47
WEST VIRGINIA	15.56	46.69	37.35	0.00	0.00	0.00	0.19	0.19
WISCONSIN	23.17	41.91	33.84	0.37	0.02	0.55	0.04	0.10
WYOMING	34.38	25.00	34.38	2.68	0.00	1.34	2.23	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	9.48	59.24	26.07	0.00	2.37	0.47	2.37	0.00
U.S. AND OUTLYING AREAS	23.69	22.88	41.22	6.50	3.69	0.52	0.71	0.78
50 STATES, D.C. & P.R.	23.71	22.82	41.25	6.51	3.70	0.52	0.71	0.79

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	23	60	416	107	1	36	0	10
ALASKA	37	45	144	0	0	0	0	1
ARIZONA	116	74	374	16	34	8	2	7
ARKANSAS	24	67	234	10	45	.	28	18
CALIFORNIA	186	175	1,600	252	72	18	2	34
COLORADO	664	216	520	92	3	7	4	14
CONNECTICUT	167	175	364	90	40	0	3	6
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	4	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	5	95	1	0	0	0	0
IDAHO	37	37	97	2	0	0	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	22	6	247	18	0	33	8	5
IOWA	106	49	15	32	.	0	4	3
KANSAS	179	184	262	32	5	3	0	8
KENTUCKY	122	114	329	3	1	0	0	9
LOUISIANA	4	7	291	33	0	17	3	22
MAINE	175	292	381	11	5	2	6	8
MARYLAND	309	143	1,027	522	176	6	11	10
MASSACHUSETTS	164	120	448	29	71	.	29	29
MICHIGAN	37	21	432	530	.	0	0	42
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	18	73	30	0	20	1	5
MISSOURI	15	61	189	7	18	7	0	10
MONTANA	34	52	116	1	0	3	2	5
NEBRASKA	4	23	124	25	1	2	2	12
NEVADA	14	22	58	65	0	0	0	10
NEW HAMPSHIRE	22	13	32	77	10	0	12	1
NEW JERSEY	282	191	2,784	892	1,180	43	4	35
NEW MEXICO	38	62	350	0	0	16	.	12
NEW YORK	718	613	3,048	2,210	715	70	95	118
NORTH CAROLINA	45	43	348	84	29	23	0	8
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	191	1,021	3,194	208	0	0	0	29
OKLAHOMA	56	56	486	40	2	1	1	2
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	29	18	431	101	0	2	0	18
PUERTO RICO	5	50	267	36	7	7	6	207
RHODE ISLAND	1	7	69	0	35	0	3	0
SOUTH CAROLINA	2	42	102	13	0	25	0	4
SOUTH DAKOTA	31	83	70	6	6	6	22	7
TENNESSEE	34	62	490	86	54	33	0	16
TEXAS	130	429	1,456	109	6	9	0	89
UTAH	12	18	299	204	0	0	.	9
VERMONT	22	3	2	0	0	0	0	1
VIRGINIA	610	604	1,300	48	7	15	2	29
WASHINGTON	302	406	730	17	7	5	1	18
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	8	0	0	0	0	0
GUAM	7	10	0	1	0	0	0	0
NORTHERN MARIANAS	12	4	2	0	0	0	0	0
PALAU	2	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11	61	54	0	0	1	1	0
U.S. AND OUTLYING AREAS	5,002	5,762	23,358	6,044	2,530	418	252	873
50 STATES, D.C. & P.R.	4,970	5,687	23,294	6,043	2,530	417	251	873

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	3.52	9.19	63.71	16.39	0.15	5.51	0.00	1.53
ALASKA	16.30	19.82	63.44	0.00	0.00	0.00	0.00	0.44
ARIZONA	18.38	11.73	59.27	2.54	5.39	1.27	0.32	1.11
ARKANSAS	5.63	15.73	54.93	2.35	10.56	.	6.57	4.23
CALIFORNIA	7.95	7.48	68.41	10.77	3.08	0.77	0.09	1.45
COLORADO	43.68	14.21	34.21	6.05	0.20	0.46	0.26	0.92
CONNECTICUT	19.76	20.71	43.08	10.65	4.73	0.00	0.36	0.71
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.98	4.90	93.14	0.98	0.00	0.00	0.00	0.00
IDAHO	21.14	21.14	55.43	1.14	0.00	0.00	0.00	1.14
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	6.49	1.77	72.86	5.31	0.00	9.73	2.36	1.47
IOWA	50.72	23.44	7.18	15.31	.	0.00	1.91	1.44
KANSAS	26.60	27.34	38.93	4.75	0.74	0.45	0.00	1.19
KENTUCKY	21.11	19.72	56.92	0.52	0.17	0.00	0.00	1.56
LOUISIANA	1.06	1.86	77.19	8.75	0.00	4.51	0.80	5.84
MAINE	19.89	33.18	43.30	1.25	0.57	0.23	0.68	0.91
MARYLAND	14.02	6.49	46.60	23.68	7.99	0.27	0.50	0.45
MASSACHUSETTS	18.43	13.48	50.34	3.26	7.98	.	3.26	3.26
MICHIGAN	3.48	1.98	40.68	49.91	.	0.00	0.00	3.95
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	12.24	49.66	20.41	0.00	13.61	0.68	3.40
MISSOURI	4.89	19.87	61.56	2.28	5.86	2.28	0.00	3.26
MONTANA	15.96	24.41	54.46	0.47	0.00	1.41	0.94	2.35
NEBRASKA	2.07	11.92	64.25	12.95	0.52	1.04	1.04	6.22
NEVADA	8.28	13.02	34.32	38.46	0.00	0.00	0.00	5.92
NEW HAMPSHIRE	13.17	7.78	19.16	46.11	5.99	0.00	7.19	0.60
NEW JERSEY	5.21	3.53	51.45	16.48	21.81	0.79	0.07	0.65
NEW MEXICO	7.95	12.97	73.22	0.00	0.00	3.35	.	2.51
NEW YORK	9.46	8.08	40.17	29.13	9.42	0.92	1.25	1.56
NORTH CAROLINA	7.76	7.41	60.00	14.48	5.00	3.97	0.00	1.38
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4.11	21.99	68.79	4.48	0.00	0.00	0.00	0.62
OKLAHOMA	8.70	8.70	75.47	6.21	0.31	0.16	0.16	0.31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4.84	3.01	71.95	16.86	0.00	0.33	0.00	3.01
PUERTO RICO	0.85	8.55	45.64	6.15	1.20	1.20	1.03	35.38
RHODE ISLAND	0.87	6.09	60.00	0.00	30.43	0.00	2.61	0.00
SOUTH CAROLINA	1.06	22.34	54.26	6.91	0.00	13.30	0.00	2.13
SOUTH DAKOTA	13.42	35.93	30.30	2.60	2.60	2.60	9.52	3.03
TENNESSEE	4.39	8.00	63.23	11.10	6.97	4.26	0.00	2.06
TEXAS	5.83	19.25	65.35	4.89	0.27	0.40	0.00	3.99
UTAH	2.21	3.32	55.17	37.64	0.00	0.00	.	1.66
VERMONT	78.57	10.71	7.14	0.00	0.00	0.00	0.00	3.57
VIRGINIA	23.33	23.10	49.71	1.84	0.27	0.57	0.08	1.11
WASHINGTON	20.32	27.32	49.13	1.14	0.47	0.34	0.07	1.21
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	38.89	55.56	0.00	5.56	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	22.22	11.11	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	8.59	47.66	42.19	0.00	0.00	0.78	0.78	0.00
U.S. AND OUTLYING AREAS	11.31	13.02	52.80	13.66	5.72	0.94	0.57	1.97
50 STATES, D.C. & P.R.	11.28	12.91	52.86	13.71	5.74	0.95	0.57	1.98

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October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	150	122	79	22	0	47	0	1
ALASKA	69	27	32	1	0	0	0	0
ARIZONA	229	241	80	85	0	16	2	0
ARKANSAS	96	51	27	24	.	.	39	1
CALIFORNIA	1,321	398	2,082	24	41	230	1	2
COLORADO	329	40	102	2	0	36	0	0
CONNECTICUT	196	55	27	26	41	0	9	0
DELAWARE	15	75	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	1	11	0	0	0	0	0
FLORIDA	212	105	641	3	0	153	0	1
GEORGIA	162	102	251	6	3	0	0	0
HAWAII	55	37	33	20	0	2	0	0
IDAHO	70	31	16	1	0	0	0	0
ILLINOIS	264	313	722	46	4	60	2	0
INDIANA	304	51	194	53	0	52	2	0
IOWA	196	90	27	0	.	61	0	0
KANSAS	70	45	72	42	0	0	0	0
KENTUCKY	135	68	55	0	5	55	0	0
LOUISIANA	183	124	246	1	1	53	0	1
MAINE	73	26	6	22	0	2	0	0
MARYLAND	229	63	131	50	1	77	0	0
MASSACHUSETTS	284	43	178	6	62	.	14	1
MICHIGAN	616	153	427	27	.	27	0	5
MINNESOTA	572	125	93	30	0	43	1	1
MISSISSIPPI	28	82	66	7	0	47	0	0
MISSOURI	165	137	147	21	13	19	5	1
MONTANA	55	16	11	1	0	16	0	0
NEBRASKA	182	39	67	13	2	5	0	2
NEVADA	32	29	56	2	0	0	0	1
NEW HAMPSHIRE	19	5	4	100	0	0	6	0
NEW JERSEY	162	45	289	65	15	45	2	0
NEW MEXICO	79	40	61	1	0	28	.	5
NEW YORK	622	300	538	186	295	53	10	5
NORTH CAROLINA	452	120	154	0	1	173	0	1
NORTH DAKOTA	35	6	3	1	0	0	0	0
OHIO	408	291	330	49	0	29	0	0
OKLAHOMA	113	32	95	15	5	2	2	2
OREGON	274	62	72	1	18	26	0	4
PENNSYLVANIA	668	211	351	1	174	0	49	2
PUERTO RICO	21	159	137	0	69	0	0	1
RHODE ISLAND	27	19	13	44	0	0	0	0
SOUTH CAROLINA	164	100	149	17	0	41	1	0
SOUTH DAKOTA	43	8	2	21	1	7	0	0
TENNESSEE	270	73	169	48	1	31	0	0
TEXAS	354	754	1,077	4	0	26	0	7
UTAH	86	42	13	0	0	197	.	0
VERMONT	52	2	3	0	2	0	14	0
VIRGINIA	172	106	236	3	4	54	1	3
WASHINGTON	794	365	243	4	27	3	1	5
WEST VIRGINIA	24	73	28	9	0	12	0	0
WISCONSIN	245	91	203	26	0	18	1	0
WYOMING	47	29	13	0	0	0	1	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	5	0	9	0	0	0	0	0
NORTHERN MARIANAS	5	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	16	3	7	0	0	0	0	0
U.S. AND OUTLYING AREAS	11,449	5,625	10,080	1,131	785	1,746	163	52
50 STATES, D.C. & P.R.	11,423	5,622	10,062	1,131	785	1,746	163	52

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October 1, 1996.

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	35.63	28.98	18.76	5.23	0.00	11.16	0.00	0.24
ALASKA	53.49	20.93	24.81	0.78	0.00	0.00	0.00	0.00
ARIZONA	35.07	36.91	12.25	13.02	0.00	2.45	0.31	0.00
ARKANSAS	40.34	21.43	11.34	10.08	.	.	16.39	0.42
CALIFORNIA	32.23	9.71	50.79	0.59	1.00	5.61	0.02	0.05
COLORADO	64.64	7.86	20.04	0.39	0.00	7.07	0.00	0.00
CONNECTICUT	55.37	15.54	7.63	7.34	11.58	0.00	2.54	0.00
DELAWARE	16.48	82.42	0.00	1.10	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	8.33	91.67	0.00	0.00	0.00	0.00	0.00
FLORIDA	19.01	9.42	57.49	0.27	0.00	13.72	0.00	0.09
GEORGIA	30.92	19.47	47.90	1.15	0.57	0.00	0.00	0.00
HAWAII	37.41	25.17	22.45	13.61	0.00	1.36	0.00	0.00
IDAHO	59.32	26.27	13.56	0.85	0.00	0.00	0.00	0.00
ILLINOIS	18.71	22.18	51.17	3.26	0.28	4.25	0.14	0.00
INDIANA	46.34	7.77	29.57	8.08	0.00	7.93	0.30	0.00
IOWA	52.41	24.06	7.22	0.00	.	16.31	0.00	0.00
KANSAS	30.57	19.65	31.44	18.34	0.00	0.00	0.00	0.00
KENTUCKY	42.45	21.38	17.30	0.00	1.57	17.30	0.00	0.00
LOUISIANA	30.05	20.36	40.39	0.16	0.16	8.70	0.00	0.16
MAINE	56.59	20.16	4.65	17.05	0.00	1.55	0.00	0.00
MARYLAND	41.56	11.43	23.77	9.07	0.18	13.97	0.00	0.00
MASSACHUSETTS	48.30	7.31	30.27	1.02	10.54	.	2.38	0.17
MICHIGAN	49.08	12.19	34.02	2.15	.	2.15	0.00	0.40
MINNESOTA	66.13	14.45	10.75	3.47	0.00	4.97	0.12	0.12
MISSISSIPPI	12.17	35.65	28.70	3.04	0.00	20.43	0.00	0.00
MISSOURI	32.48	26.97	28.94	4.13	2.56	3.74	0.98	0.20
MONTANA	55.56	16.16	11.11	1.01	0.00	16.16	0.00	0.00
NEBRASKA	58.71	12.58	21.61	4.19	0.65	1.61	0.00	0.65
NEVADA	26.67	24.17	46.67	1.67	0.00	0.00	0.00	0.83
NEW HAMPSHIRE	14.18	3.73	2.99	74.63	0.00	0.00	4.48	0.00
NEW JERSEY	26.00	7.22	46.39	10.43	2.41	7.22	0.32	0.00
NEW MEXICO	36.92	18.69	28.50	0.47	0.00	13.08	.	2.34
NEW YORK	30.96	14.93	26.78	9.26	14.68	2.64	0.50	0.25
NORTH CAROLINA	50.17	13.32	17.09	0.00	0.11	19.20	0.00	0.11
NORTH DAKOTA	77.78	13.33	6.67	2.22	0.00	0.00	0.00	0.00
OHIO	36.86	26.29	29.81	4.43	0.00	2.62	0.00	0.00
OKLAHOMA	42.48	12.03	35.71	5.64	1.88	0.75	0.75	0.75
OREGON	59.96	13.57	15.75	0.22	3.94	5.69	0.00	0.88
PENNSYLVANIA	45.88	14.49	24.11	0.07	11.95	0.00	3.37	0.14
PUERTO RICO	5.43	41.09	35.40	0.00	17.83	0.00	0.00	0.26
RHODE ISLAND	26.21	18.45	12.62	42.72	0.00	0.00	0.00	0.00
SOUTH CAROLINA	34.75	21.19	31.57	3.60	0.00	8.69	0.21	0.00
SOUTH DAKOTA	52.44	9.76	2.44	25.61	1.22	8.54	0.00	0.00
TENNESSEE	45.61	12.33	28.55	8.11	0.17	5.24	0.00	0.00
TEXAS	15.93	33.93	48.47	0.18	0.00	1.17	0.00	0.32
UTAH	25.44	12.43	3.85	0.00	0.00	58.28	.	0.00
VERMONT	71.23	2.74	4.11	0.00	2.74	0.00	19.18	0.00
VIRGINIA	29.71	18.31	40.76	0.52	0.69	9.33	0.17	0.52
WASHINGTON	55.06	25.31	16.85	0.28	1.87	0.21	0.07	0.35
WEST VIRGINIA	16.44	50.00	19.18	6.16	0.00	8.22	0.00	0.00
WISCONSIN	41.95	15.58	34.76	4.45	0.00	3.08	0.17	0.00
WYOMING	52.22	32.22	14.44	0.00	0.00	0.00	1.11	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	35.71	0.00	64.29	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	61.54	11.54	26.92	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	36.90	18.13	32.48	3.64	2.53	5.63	0.53	0.17
50 STATES, D.C. & P.R.	36.87	18.14	32.47	3.65	2.53	5.64	0.53	0.17

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	149	73	60	2	0	1	0	4
ALASKA	40	7	9	0	0	0	0	0
ARIZONA	235	66	97	0	4	0	0	3
ARKANSAS	30	26	14	.	3	.	0	1
CALIFORNIA	1,508	479	2,519	603	24	0	2	55
COLORADO	1,317	138	70	7	0	0	2	10
CONNECTICUT	142	10	14	1	1	0	0	0
DELAWARE	62	105	25	32	0	0	0	12
DISTRICT OF COLUMBIA	6	0	4	24	0	0	0	0
FLORIDA	691	440	1,343	51	13	0	0	36
GEORGIA	180	141	170	0	0	1	0	2
HAWAII	41	13	16	0	0	0	0	1
IDAHO	57	20	6	0	0	0	0	1
ILLINOIS	364	221	510	222	2	4	0	50
INDIANA	331	17	76	2	0	0	0	0
IOWA	341	155	47	2	.	0	0	13
KANSAS	228	37	38	2	10	0	0	0
KENTUCKY	117	81	31	0	0	0	0	2
LOUISIANA	212	168	305	9	0	6	0	7
MAINE	54	13	6	0	0	0	0	0
MARYLAND	123	54	132	7	8	0	0	0
MASSACHUSETTS	318	25	82	1	16	.	1	8
MICHIGAN	1,914	752	841	76	.	0	2	25
MINNESOTA	538	160	35	2	2	0	0	1
MISSISSIPPI	48	211	244	13	2	2	0	36
MISSOURI	110	151	132	4	8	0	0	4
MONTANA	29	6	3	0	0	0	0	0
NEBRASKA	223	39	21	15	0	0	0	23
NEVADA	51	32	9	3	0	0	0	1
NEW HAMPSHIRE	45	21	21	10	1	0	0	2
NEW JERSEY	120	32	95	5	35	29	0	2
NEW MEXICO	90	37	79	0	0	0	.	1
NEW YORK	755	325	388	42	64	2	4	17
NORTH CAROLINA	322	85	104	9	2	0	0	2
NORTH DAKOTA	50	10	15	1	0	0	1	0
OHIO	565	235	364	24	0	0	0	30
OKLAHOMA	151	20	43	2	0	7	5	18
OREGON	231	54	88	4	4	0	0	6
PENNSYLVANIA	79	71	319	43	81	0	8	4
PUERTO RICO	61	146	35	1	50	0	1	14
RHODE ISLAND	44	30	25	0	4	0	0	1
SOUTH CAROLINA	129	118	155	10	0	0	0	5
SOUTH DAKOTA	52	9	4	0	2	0	3	0
TENNESSEE	208	98	208	40	3	0	0	27
TEXAS	465	1,138	991	17	0	0	0	81
UTAH	21	18	41	1	0	.	.	8
VERMONT	41	0	2	0	1	0	0	0
VIRGINIA	168	121	177	8	6	0	0	5
WASHINGTON	420	156	88	0	0	0	0	25
WEST VIRGINIA	47	68	35	0	0	0	0	7
WISCONSIN	382	161	247	2	0	1	0	6
WYOMING	60	18	10	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	9	1	0	0	0	0	0	0
NORTHERN MARIANAS	5	0	0	0	0	0	0	0
PALAU	2	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	7	12	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	13,988	6,624	10,394	1,297	346	53	29	556
50 STATES, D.C. & P.R.	13,965	6,611	10,393	1,297	346	53	29	556

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	51.56	25.26	20.76	0.69	0.00	0.35	0.00	1.38
ALASKA	71.43	12.50	16.07	0.00	0.00	0.00	0.00	0.00
ARIZONA	58.02	16.30	23.95	0.00	0.99	0.00	0.00	0.74
ARKANSAS	40.54	35.14	18.92	.	4.05	.	0.00	1.35
CALIFORNIA	29.06	9.23	48.54	11.62	0.46	0.00	0.04	1.06
COLORADO	85.30	8.94	4.53	0.45	0.00	0.00	0.13	0.65
CONNECTICUT	84.52	5.95	8.33	0.60	0.60	0.00	0.00	0.00
DELAWARE	26.27	44.49	10.59	13.56	0.00	0.00	0.00	5.08
DISTRICT OF COLUMBIA	17.65	0.00	11.76	70.59	0.00	0.00	0.00	0.00
FLORIDA	26.85	17.09	52.18	1.98	0.51	0.00	0.00	1.40
GEORGIA	36.44	28.54	34.41	0.00	0.00	0.20	0.00	0.40
HAWAII	57.75	18.31	22.54	0.00	0.00	0.00	0.00	1.41
IDAHO	67.86	23.81	7.14	0.00	0.00	0.00	0.00	1.19
ILLINOIS	26.51	16.10	37.14	16.17	0.15	0.29	0.00	3.64
INDIANA	77.70	3.99	17.84	0.47	0.00	0.00	0.00	0.00
IOWA	61.11	27.78	8.42	0.36	.	0.00	0.00	2.33
KANSAS	72.38	11.75	12.06	0.63	3.17	0.00	0.00	0.00
KENTUCKY	50.65	35.06	13.42	0.00	0.00	0.00	0.00	0.87
LOUISIANA	29.99	23.76	43.14	1.27	0.00	0.85	0.00	0.99
MAINE	73.97	17.81	8.22	0.00	0.00	0.00	0.00	0.00
MARYLAND	37.96	16.67	40.74	2.16	2.47	0.00	0.00	0.00
MASSACHUSETTS	70.51	5.54	18.18	0.22	3.55	.	0.22	1.77
MICHIGAN	53.02	20.83	23.30	2.11	.	0.00	0.06	0.69
MINNESOTA	72.90	21.68	4.74	0.27	0.27	0.00	0.00	0.14
MISSISSIPPI	8.63	37.95	43.88	2.34	0.36	0.36	0.00	6.47
MISSOURI	26.89	36.92	32.27	0.98	1.96	0.00	0.00	0.98
MONTANA	76.32	15.79	7.89	0.00	0.00	0.00	0.00	0.00
NEBRASKA	69.47	12.15	6.54	4.67	0.00	0.00	0.00	7.17
NEVADA	53.13	33.33	9.38	3.13	0.00	0.00	0.00	1.04
NEW HAMPSHIRE	45.00	21.00	21.00	10.00	1.00	0.00	0.00	2.00
NEW JERSEY	37.74	10.06	29.87	1.57	11.01	9.12	0.00	0.63
NEW MEXICO	43.48	17.87	38.16	0.00	0.00	0.00	.	0.48
NEW YORK	47.28	20.35	24.30	2.63	4.01	0.13	0.25	1.06
NORTH CAROLINA	61.45	16.22	19.85	1.72	0.38	0.00	0.00	0.38
NORTH DAKOTA	64.94	12.99	19.48	1.30	0.00	0.00	1.30	0.00
OHIO	46.39	19.29	29.89	1.97	0.00	0.00	0.00	2.46
OKLAHOMA	61.38	8.13	17.48	0.81	0.00	2.85	2.03	7.32
OREGON	59.69	13.95	22.74	1.03	1.03	0.00	0.00	1.55
PENNSYLVANIA	13.06	11.74	52.73	7.11	13.39	0.00	1.32	0.66
PUERTO RICO	19.81	47.40	11.36	0.32	16.23	0.00	0.32	4.55
RHODE ISLAND	42.31	28.85	24.04	0.00	3.85	0.00	0.00	0.96
SOUTH CAROLINA	30.94	28.30	37.17	2.40	0.00	0.00	0.00	1.20
SOUTH DAKOTA	74.29	12.86	5.71	0.00	2.86	0.00	4.29	0.00
TENNESSEE	35.62	16.78	35.62	6.85	0.51	0.00	0.00	4.62
TEXAS	17.27	42.27	36.81	0.63	0.00	0.00	0.00	3.01
UTAH	23.60	20.22	46.07	1.12	0.00	.	.	8.99
VERMONT	93.18	0.00	4.55	0.00	2.27	0.00	0.00	0.00
VIRGINIA	34.64	24.95	36.49	1.65	1.24	0.00	0.00	1.03
WASHINGTON	60.96	22.64	12.77	0.00	0.00	0.00	0.00	3.63
WEST VIRGINIA	29.94	43.31	22.29	0.00	0.00	0.00	0.00	4.46
WISCONSIN	47.81	20.15	30.91	0.25	0.00	0.13	0.00	0.75
WYOMING	68.18	20.45	11.36	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.00	10.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	36.84	63.16	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	42.02	19.90	31.23	3.90	1.04	0.16	0.09	1.67
50 STATES, D.C. & P.R.	42.00	19.88	31.26	3.90	1.04	0.16	0.09	1.67

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	350	167	96	8	0	0	0	10
ALASKA	80	54	23	0	0	1	0	0
ARIZONA	128	89	37	3	1	0	0	2
ARKANSAS	368	457	108	5	13	.	0	5
CALIFORNIA	4,191	517	1,205	64	53	0	1	69
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	951	196	129	5	8	0	1	5
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	2	12	57	0	0	0	0
FLORIDA	22	35	32	1	19	0	0	101
GEORGIA	550	605	386	2	0	0	1	9
HAWAII	74	54	49	0	0	0	0	0
IDAHO	157	42	25	0	0	0	0	5
ILLINOIS	186	323	330	85	8	0	0	106
INDIANA	256	75	147	2	0	0	3	11
IOWA	0	0	0	0	.	1	0	0
KANSAS	413	304	154	4	2	0	0	6
KENTUCKY	325	249	26	0	0	0	0	32
LOUISIANA	597	601	749	7	1	3	0	21
MAINE	174	157	47	0	1	0	0	2
MARYLAND	650	297	371	54	17	1	0	18
MASSACHUSETTS	178	46	60	2	11	.	3	118
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,082	321	45	3	0	1	1	8
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	652	298	154	1	5	0	1	31
MONTANA	98	53	8	0	0	0	1	3
NEBRASKA	301	124	85	10	2	0	1	12
NEVADA	109	75	21	4	0	0	0	1
NEW HAMPSHIRE	452	203	180	34	5	0	4	5
NEW JERSEY	102	32	30	3	6	1	0	19
NEW MEXICO	182	148	196	0	0	2	.	5
NEW YORK	2,215	905	1,425	138	29	3	2	42
NORTH CAROLINA	1,609	545	421	7	6	2	1	27
NORTH DAKOTA	85	10	12	1	2	0	1	2
OHIO	415	40	18	2	0	0	0	213
OKLAHOMA	146	83	61	0	0	0	0	1
OREGON	520	145	104	15	5	1	24	9
PENNSYLVANIA	57	61	37	0	0	0	0	1
PUERTO RICO	85	251	49	1	3	0	0	57
RHODE ISLAND	145	56	102	0	2	0	0	13
SOUTH CAROLINA	92	364	55	2	0	0	0	0
SOUTH DAKOTA	66	17	8	0	4	0	0	0
TENNESSEE	1,714	823	346	25	10	2	1	125
TEXAS	1,403	4,804	2,407	26	1	3	0	426
UTAH	74	83	86	2	0	.	.	4
VERMONT	209	9	3	0	2	0	0	3
VIRGINIA	694	542	333	2	5	1	1	6
WASHINGTON	3,122	2,215	1,145	23	8	0	0	13
WEST VIRGINIA	72	187	28	0	0	0	0	3
WISCONSIN	303	170	102	3	0	0	0	12
WYOMING	120	72	29	0	0	2	0	1
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	11	3	1	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11	65	7	0	0	0	0	0
U.S. AND OUTLYING AREAS	25,801	16,974	11,485	601	229	24	47	1,762
50 STATES, D.C. & P.R.	25,777	16,906	11,476	601	229	24	47	1,762

Please see data notes for an explanation of individual State differences.

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OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	55.47	26.47	15.21	1.27	0.00	0.00	0.00	1.58
ALASKA	50.63	34.18	14.56	0.00	0.00	0.63	0.00	0.00
ARIZONA	49.23	34.23	14.23	1.15	0.38	0.00	0.00	0.77
ARKANSAS	38.49	47.80	11.30	0.52	1.36	.	0.00	0.52
CALIFORNIA	68.70	8.48	19.75	1.05	0.87	0.00	0.02	1.13
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	73.44	15.14	9.96	0.39	0.62	0.00	0.08	0.39
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	4.05	2.70	16.22	77.03	0.00	0.00	0.00	0.00
FLORIDA	5.37	8.54	7.80	0.24	4.63	0.00	0.00	73.41
GEORGIA	35.42	38.96	24.86	0.13	0.00	0.00	0.06	0.58
HAWAII	41.81	30.51	27.68	0.00	0.00	0.00	0.00	0.00
IDAHO	68.56	18.34	10.92	0.00	0.00	0.00	0.00	2.18
ILLINOIS	17.92	31.12	31.79	8.19	0.77	0.00	0.00	10.21
INDIANA	51.82	15.18	29.76	0.40	0.00	0.00	0.61	2.23
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	46.77	34.43	17.44	0.45	0.23	0.00	0.00	0.68
KENTUCKY	51.42	39.40	4.11	0.00	0.00	0.00	0.00	5.06
LOUISIANA	30.17	30.37	37.85	0.35	0.05	0.15	0.00	1.06
MAINE	45.67	41.21	12.34	0.00	0.26	0.00	0.00	0.52
MARYLAND	46.16	21.09	26.35	3.84	1.21	0.07	0.00	1.28
MASSACHUSETTS	42.58	11.00	14.35	0.48	2.63	.	0.72	28.23
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	74.06	21.97	3.08	0.21	0.00	0.07	0.07	0.55
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	57.09	26.09	13.49	0.09	0.44	0.00	0.09	2.71
MONTANA	60.12	32.52	4.91	0.00	0.00	0.00	0.61	1.84
NEBRASKA	56.26	23.18	15.89	1.87	0.37	0.00	0.19	2.24
NEVADA	51.90	35.71	10.00	1.90	0.00	0.00	0.00	0.48
NEW HAMPSHIRE	51.19	22.99	20.39	3.85	0.57	0.00	0.45	0.57
NEW JERSEY	52.85	16.58	15.54	1.55	3.11	0.52	0.00	9.84
NEW MEXICO	34.15	27.77	36.77	0.00	0.00	0.38	.	0.94
NEW YORK	46.54	19.02	29.94	2.90	0.61	0.06	0.04	0.88
NORTH CAROLINA	61.46	20.82	16.08	0.27	0.23	0.08	0.04	1.03
NORTH DAKOTA	75.22	8.85	10.62	0.88	1.77	0.00	0.88	1.77
OHIO	60.32	5.81	2.62	0.29	0.00	0.00	0.00	30.96
OKLAHOMA	50.17	28.52	20.96	0.00	0.00	0.00	0.00	0.34
OREGON	63.18	17.62	12.64	1.82	0.61	0.12	2.92	1.09
PENNSYLVANIA	36.54	39.10	23.72	0.00	0.00	0.00	0.00	0.64
PUERTO RICO	19.06	56.28	10.99	0.22	0.67	0.00	0.00	12.78
RHODE ISLAND	45.60	17.61	32.08	0.00	0.63	0.00	0.00	4.09
SOUTH CAROLINA	17.93	70.96	10.72	0.39	0.00	0.00	0.00	0.00
SOUTH DAKOTA	69.47	17.89	8.42	0.00	4.21	0.00	0.00	0.00
TENNESSEE	56.27	27.02	11.36	0.82	0.33	0.07	0.03	4.10
TEXAS	15.47	52.97	26.54	0.29	0.01	0.03	0.00	4.70
UTAH	29.72	33.33	34.54	0.80	0.00	.	.	1.61
VERMONT	92.48	3.98	1.33	0.00	0.88	0.00	0.00	1.33
VIRGINIA	43.81	34.22	21.02	0.13	0.32	0.06	0.06	0.38
WASHINGTON	47.84	33.94	17.55	0.35	0.12	0.00	0.00	0.20
WEST VIRGINIA	24.83	64.48	9.66	0.00	0.00	0.00	0.00	1.03
WISCONSIN	51.36	28.81	17.29	0.51	0.00	0.00	0.00	2.03
WYOMING	53.57	32.14	12.95	0.00	0.00	0.89	0.00	0.45
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	73.33	20.00	6.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	13.25	78.31	8.43	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	45.33	29.82	20.18	1.06	0.40	0.04	0.08	3.10
50 STATES, D.C. & P.R.	45.36	29.75	20.20	1.06	0.40	0.04	0.08	3.10

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	-NUMBER-							
ALABAMA	90	42	19	10	0	24	0	0
ALASKA	33	5	6	0	1	0	0	0
ARIZONA	104	78	31	0	0	11	0	1
ARKANSAS	22	16	4	.	0	.	34	1
CALIFORNIA	605	248	649	30	9	20	1	7
COLORADO	113	21	2	0	0	9	0	1
CONNECTICUT	120	37	63	12	7	0	0	10
DELAWARE	25	23	3	2	0	0	0	0
DISTRICT OF COLUMBIA	0	0	10	1	0	0	1	0
FLORIDA	219	92	111	11	0	29	0	4
GEORGIA	137	48	18	6	0	0	0	0
HAWAII	22	4	7	0	0	0	0	0
IDAHO	30	6	2	0	0	0	0	0
ILLINOIS	157	195	121	2	1	20	0	0
INDIANA	195	10	34	30	0	30	0	0
IOWA	38	18	5	0	.	14	0	0
KANSAS	62	15	13	13	0	0	0	0
KENTUCKY	137	19	1	0	0	22	0	0
LOUISIANA	70	46	86	2	0	9	0	0
MAINE	30	11	4	0	0	0	0	0
MARYLAND	91	20	20	15	0	28	1	0
MASSACHUSETTS	198	40	45	1	6	.	4	1
MICHIGAN	231	59	66	8	.	0	0	6
MINNESOTA	126	17	2	2	0	13	0	0
MISSISSIPPI	13	21	29	5	0	15	0	1
MISSOURI	44	68	21	11	5	9	0	1
MONTANA	18	4	2	0	0	3	0	0
NEBRASKA	59	22	3	2	0	2	0	1
NEVADA	34	10	8	0	0	0	0	0
NEW HAMPSHIRE	7	1	1	39	0	0	1	0
NEW JERSEY	111	21	15	3	6	0	0	2
NEW MEXICO	23	16	33	0	0	7	.	0
NEW YORK	332	89	159	14	51	2	0	2
NORTH CAROLINA	167	65	29	0	2	14	1	0
NORTH DAKOTA	16	2	1	1	0	0	0	0
OHIO	242	106	77	6	0	23	0	0
OKLAHOMA	73	22	28	13	0	0	0	2
OREGON	122	13	30	1	5	9	0	5
PENNSYLVANIA	374	48	92	10	72	0	30	2
PUERTO RICO	25	155	28	1	2	37	0	4
RHODE ISLAND	20	8	10	0	1	0	0	0
SOUTH CAROLINA	97	51	33	4	0	10	0	0
SOUTH DAKOTA	18	3	0	1	0	2	1	0
TENNESSEE	293	84	29	4	0	35	0	1
TEXAS	216	478	302	11	1	10	0	12
UTAH	49	13	6	0	0	91	.	0
VERMONT	11	0	0	0	0	0	0	0
VIRGINIA	170	45	15	0	2	8	0	1
WASHINGTON	76	35	17	1	0	18	0	2
WEST VIRGINIA	28	38	3	10	0	16	0	0
WISCONSIN	120	14	22	5	0	10	0	0
WYOMING	17	4	5	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	2	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	4	6	0	0	0	5	0	0
U.S. AND OUTLYING AREAS	5,641	2,514	2,320	287	171	555	74	67
50 STATES, D.C. & P.R.	5,630	2,506	2,320	287	171	550	74	67

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	48.65	22.70	10.27	5.41	0.00	12.97	0.00	0.00
ALASKA	73.33	11.11	13.33	0.00	2.22	0.00	0.00	0.00
ARIZONA	46.22	34.67	13.78	0.00	0.00	4.89	0.00	0.44
ARKANSAS	28.57	20.78	5.19	.	0.00	.	44.16	1.30
CALIFORNIA	38.56	15.81	41.36	1.91	0.57	1.27	0.06	0.45
COLORADO	77.40	14.38	1.37	0.00	0.00	6.16	0.00	0.68
CONNECTICUT	48.19	14.86	25.30	4.82	2.81	0.00	0.00	4.02
DELAWARE	47.17	43.40	5.66	3.77	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	83.33	8.33	0.00	0.00	8.33	0.00
FLORIDA	47.00	19.74	23.82	2.36	0.00	6.22	0.00	0.86
GEORGIA	65.55	22.97	8.61	2.87	0.00	0.00	0.00	0.00
HAWAII	66.67	12.12	21.21	0.00	0.00	0.00	0.00	0.00
IDAHO	78.95	15.79	5.26	0.00	0.00	0.00	0.00	0.00
ILLINOIS	31.65	39.31	24.40	0.40	0.20	4.03	0.00	0.00
INDIANA	65.22	3.34	11.37	10.03	0.00	10.03	0.00	0.00
IOWA	50.67	24.00	6.67	0.00	.	18.67	0.00	0.00
KANSAS	60.19	14.56	12.62	12.62	0.00	0.00	0.00	0.00
KENTUCKY	76.54	10.61	0.56	0.00	0.00	12.29	0.00	0.00
LOUISIANA	32.86	21.60	40.38	0.94	0.00	4.23	0.00	0.00
MAINE	66.67	24.44	8.89	0.00	0.00	0.00	0.00	0.00
MARYLAND	52.00	11.43	11.43	8.57	0.00	16.00	0.57	0.00
MASSACHUSETTS	67.12	13.56	15.25	0.34	2.03	.	1.36	0.34
MICHIGAN	62.43	15.95	17.84	2.16	.	0.00	0.00	1.62
MINNESOTA	78.75	10.63	1.25	1.25	0.00	8.13	0.00	0.00
MISSISSIPPI	15.48	25.00	34.52	5.95	0.00	17.86	0.00	1.19
MISSOURI	27.67	42.77	13.21	6.92	3.14	5.66	0.00	0.63
MONTANA	66.67	14.81	7.41	0.00	0.00	11.11	0.00	0.00
NEBRASKA	66.29	24.72	3.37	2.25	0.00	2.25	0.00	1.12
NEVADA	65.38	19.23	15.38	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	14.29	2.04	2.04	79.59	0.00	0.00	2.04	0.00
NEW JERSEY	70.25	13.29	9.49	1.90	3.80	0.00	0.00	1.27
NEW MEXICO	29.11	20.25	41.77	0.00	0.00	8.86	.	0.00
NEW YORK	51.16	13.71	24.50	2.16	7.86	0.31	0.00	0.31
NORTH CAROLINA	60.07	23.38	10.43	0.00	0.72	5.04	0.36	0.00
NORTH DAKOTA	80.00	10.00	5.00	5.00	0.00	0.00	0.00	0.00
OHIO	53.30	23.35	16.96	1.32	0.00	5.07	0.00	0.00
OKLAHOMA	52.90	15.94	20.29	9.42	0.00	0.00	0.00	1.45
OREGON	65.95	7.03	16.22	0.54	2.70	4.86	0.00	2.70
PENNSYLVANIA	59.55	7.64	14.65	1.59	11.46	0.00	4.78	0.32
PUERTO RICO	9.92	61.51	11.11	0.40	0.79	14.68	0.00	1.59
RHODE ISLAND	51.28	20.51	25.64	0.00	2.56	0.00	0.00	0.00
SOUTH CAROLINA	49.74	26.15	16.92	2.05	0.00	5.13	0.00	0.00
SOUTH DAKOTA	72.00	12.00	0.00	4.00	0.00	8.00	4.00	0.00
TENNESSEE	65.70	18.83	6.50	0.90	0.00	7.85	0.00	0.22
TEXAS	20.97	46.41	29.32	1.07	0.10	0.97	0.00	1.17
UTAH	30.82	8.18	3.77	0.00	0.00	57.23	.	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	70.54	18.67	6.22	0.00	0.83	3.32	0.00	0.41
WASHINGTON	51.01	23.49	11.41	0.67	0.00	12.08	0.00	1.34
WEST VIRGINIA	29.47	40.00	3.16	10.53	0.00	16.84	0.00	0.00
WISCONSIN	70.18	8.19	12.87	2.92	0.00	5.85	0.00	0.00
WYOMING	65.38	15.38	19.23	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	71.43	28.57	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	26.67	40.00	0.00	0.00	0.00	33.33	0.00	0.00
U.S. AND OUTLYING AREAS	48.51	21.62	19.95	2.47	1.47	4.77	0.64	0.58
50 STATES, D.C. & P.R.	48.51	21.59	19.99	2.47	1.47	4.74	0.64	0.58

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	20	16	52	29	0	1	16	0
ALASKA	4	6	21	0	0	0	0	0
ARIZONA	40	9	94	4	30	0	0	0
ARKANSAS	19	26	61	0	12	.	0	0
CALIFORNIA	99	92	1,055	140	73	0	1	5
COLORADO	8	3	15	0	0	0	0	2
CONNECTICUT	52	42	54	39	17	0	1	2
DELAWARE	0	50	10	17	0	0	0	0
DISTRICT OF COLUMBIA	0	0	17	0	3	0	0	0
FLORIDA	22	24	552	136	1	0	0	1
GEORGIA	22	27	216	3	0	0	0	0
HAWAII	4	3	37	0	0	0	0	0
IDAHO	13	10	22	0	0	0	0	0
ILLINOIS	27	26	265	66	92	0	3	0
INDIANA	121	31	257	8	0	0	0	1
IOWA	81	37	11	3	.	0	0	0
KANSAS	19	11	80	3	2	0	0	0
KENTUCKY	25	33	47	0	1	0	0	0
LOUISIANA	9	10	326	13	0	4	0	0
MAINE	24	21	21	0	0	0	0	1
MARYLAND	33	12	120	33	6	0	3	0
MASSACHUSETTS	14	3	119	7	32	.	22	1
MICHIGAN	161	110	412	161	.	0	1	3
MINNESOTA	121	75	96	16	0	2	0	0
MISSISSIPPI	2	3	41	5	0	0	0	0
MISSOURI	70	51	207	1	9	0	3	1
MONTANA	17	8	16	0	0	0	0	0
NEBRASKA	15	8	19	2	0	0	0	0
NEVADA	6	4	21	2	0	0	0	0
NEW HAMPSHIRE	2	1	0	0	0	0	0	0
NEW JERSEY	14	0	112	99	264	6	3	3
NEW MEXICO	1	3	25	0	0	0	.	1
NEW YORK	104	27	173	767	124	0	25	2
NORTH CAROLINA	57	36	468	68	9	0	0	0
NORTH DAKOTA	9	5	4	0	1	0	4	0
OHIO	36	8	52	2	0	0	0	0
CKLAHOMA	17	14	72	2	0	16	14	24
OREGON	239	44	210	10	5	2	0	1
PENNSYLVANIA	40	48	573	41	34	0	5	1
PUERTO RICO	2	9	145	11	0	0	0	8
RHODE ISLAND	0	4	17	0	7	0	1	0
SOUTH CAROLINA	5	16	60	10	0	0	0	0
SOUTH DAKOTA	14	3	8	0	0	0	4	0
TENNESSEE	20	20	186	10	7	1	0	0
TEXAS	58	222	855	7	2	0	0	0
UTAH	5	3	60	8	0	0	.	1
VERMONT	21	2	0	0	0	0	0	0
VIRGINIA	12	46	316	49	4	2	6	0
WASHINGTON	20	28	39	0	0	0	0	0
WEST VIRGINIA	8	20	29	0	0	0	0	0
WISCONSIN	28	64	111	12	0	1	0	0
WYOMING	2	5	10	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	3	0	0	0	0	0	0
NORTHERN MARIANAS	1	1	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,764	1,384	7,790	1,784	735	35	112	58
50 STATES, D.C. & P.R.	1,762	1,379	7,789	1,784	735	35	112	58

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AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	14.93	11.94	38.81	21.64	0.00	0.75	11.94	0.00
ALASKA	12.90	19.35	67.74	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.60	5.08	53.11	2.26	16.95	0.00	0.00	0.00
ARKANSAS	16.10	22.03	51.69	0.00	10.17	.	0.00	0.00
CALIFORNIA	6.76	6.28	72.01	9.56	4.98	0.00	0.07	0.34
COLORADO	28.57	10.71	53.57	0.00	0.00	0.00	0.00	7.14
CONNECTICUT	25.12	20.29	26.09	18.84	8.21	0.00	0.48	0.97
DELAWARE	0.00	64.94	12.99	22.08	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	85.00	0.00	15.00	0.00	0.00	0.00
FLORIDA	2.99	3.26	75.00	18.48	0.14	0.00	0.00	0.14
GEORGIA	8.21	10.07	80.60	1.12	0.00	0.00	0.00	0.00
HAWAII	9.09	6.82	84.09	0.00	0.00	0.00	0.00	0.00
IDAHO	28.89	22.22	48.89	0.00	0.00	0.00	0.00	0.00
ILLINOIS	5.64	5.43	55.32	13.78	19.21	0.00	0.63	0.00
INDIANA	28.95	7.42	61.48	1.91	0.00	0.00	0.00	0.24
IOWA	61.36	28.03	8.33	2.27	.	0.00	0.00	0.00
KANSAS	16.52	9.57	69.57	2.61	1.74	0.00	0.00	0.00
KENTUCKY	23.58	31.13	44.34	0.00	0.94	0.00	0.00	0.00
LOUISIANA	2.49	2.76	90.06	3.59	0.00	1.10	0.00	0.00
MAINE	35.82	31.34	31.34	0.00	0.00	0.00	0.00	1.49
MARYLAND	15.94	5.80	57.97	15.94	2.90	0.00	1.45	0.00
MASSACHUSETTS	7.07	1.52	60.10	3.54	16.16	.	11.11	0.51
MICHIGAN	18.99	12.97	48.58	18.99	.	0.00	0.12	0.35
MINNESOTA	39.03	24.19	30.97	5.16	0.00	0.65	0.00	0.00
MISSISSIPPI	3.92	5.88	80.39	9.80	0.00	0.00	0.00	0.00
MISSOURI	20.47	14.91	60.53	0.29	2.63	0.00	0.88	0.29
MONTANA	41.46	19.51	39.02	0.00	0.00	0.00	0.00	0.00
NEBRASKA	34.09	18.18	43.18	4.55	0.00	0.00	0.00	0.00
NEVADA	18.18	12.12	63.64	6.06	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	2.79	0.00	22.36	19.76	52.69	1.20	0.60	0.60
NEW MEXICO	3.33	10.00	83.33	0.00	0.00	0.00	.	3.33
NEW YORK	8.51	2.21	14.16	62.77	10.15	0.00	2.05	0.16
NORTH CAROLINA	8.93	5.64	73.35	10.66	1.41	0.00	0.00	0.00
NORTH DAKOTA	39.13	21.74	17.39	0.00	4.35	0.00	17.39	0.00
OHIO	36.73	8.16	53.06	2.04	0.00	0.00	0.00	0.00
OKLAHOMA	10.69	8.81	45.28	1.26	0.00	10.06	8.81	15.09
OREGON	46.77	8.61	41.10	1.96	0.98	0.39	0.00	0.20
PENNSYLVANIA	5.39	6.47	77.22	5.53	4.58	0.00	0.67	0.13
PUERTO RICO	1.14	5.14	82.86	6.29	0.00	0.00	0.00	4.57
RHODE ISLAND	0.00	13.79	58.62	0.00	24.14	0.00	3.45	0.00
SOUTH CAROLINA	5.49	17.58	65.93	10.99	0.00	0.00	0.00	0.00
SOUTH DAKOTA	48.28	10.34	27.59	0.00	0.00	0.00	13.79	0.00
TENNESSEE	8.20	8.20	76.23	4.10	2.87	0.41	0.00	0.00
TEXAS	5.07	19.39	74.67	0.61	0.17	0.00	0.00	0.09
UTAH	6.58	3.95	78.95	10.53	0.00	0.00	.	0.00
VERMONT	91.30	8.70	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	2.76	10.57	72.64	11.26	0.92	0.46	1.38	0.00
WASHINGTON	22.99	32.18	44.83	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	14.04	35.09	50.88	0.00	0.00	0.00	0.00	0.00
WISCONSIN	12.96	29.63	51.39	5.56	0.00	0.46	0.00	0.00
WYOMING	11.76	29.41	58.82	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	12.91	10.13	57.02	13.06	5.38	0.26	0.82	0.42
50 STATES, D.C. & P.R.	12.90	10.10	57.05	13.07	5.38	0.26	0.82	0.42

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	1	0	0	1	0	0
ALASKA	3	1	7	0	0	0	0	0
ARIZONA	4	1	11	15	2	0	0	1
ARKANSAS	.	.	2	0	0	.	1	0
CALIFORNIA	11	12	33	2	1	0	0	0
COLORADO	10	3	4	5	0	1	0	3
CONNECTICUT	4	4	5	1	0	0	0	0
DELAWARE	0	6	3	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	1	0	10	4	0	0	0	0
GEORGIA	3	0	0	1	0	0	0	0
HAWAII	0	1	0	0	0	0	0	0
IDAHO	1	2	0	0	0	0	.	0
ILLINOIS	0	3	4	0	0	4	0	0
INDIANA	4	1	15	1	0	0	1	1
IOWA	0	0	0	17	.	1	0	0
KANSAS	0	0	6	0	0	0	0	5
KENTUCKY	0	1	1	0	0	0	0	0
LOUISIANA	0	0	3	0	0	0	0	0
MAINE	0	0	0	0	0	0	1	0
MARYLAND	0	1	3	7	0	4	0	0
MASSACHUSETTS	.	.	6	0	4	.	2	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	5	1	2	0	1	0	0	0
MISSISSIPPI	0	0	3	0	0	1	0	0
MISSOURI	0	1	20	2	1	0	0	0
MONTANA	0	3	4	0	0	4	0	0
NEBRASKA	1	1	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	1	0	0	0	0	0
NEW JERSEY	1	0	2	12	9	0	0	0
NEW MEXICO	0	0	1	0	0	1	.	0
NEW YORK	2	0	1	2	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	3	0	0
NORTH DAKOTA	1	2	0	7	0	9	0	0
OHIO	1	0	1	2	0	0	0	1
OKLAHOMA	3	3	4	2	0	3	3	6
OREGON	2	0	1	0	0	2	0	0
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	0	5	2	8	0	3	0	0
RHODE ISLAND	1	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	16	2	0	1	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	1	0	7	0	0	1	0	0
TEXAS	1	1	32	0	0	1	0	0
UTAH	0	1	4	2	0	10	.	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	4	2	3	0	0	1	0	0
WEST VIRGINIA	2	0	2	1	0	5	0	0
WISCONSIN	0	0	1	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	1
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	6	0	0
U.S. AND OUTLYING AREAS	67	57	224	102	18	62	8	18
50 STATES, D.C. & P.R.	67	57	221	102	18	56	8	17

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

BEST COPY AVAILABLE

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
ALASKA	27.27	9.09	63.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.76	2.94	32.35	44.12	5.88	0.00	0.00	2.94
ARKANSAS	.	.	66.67	0.00	0.00	.	33.33	0.00
CALIFORNIA	18.64	20.34	55.93	3.39	1.69	0.00	0.00	0.00
COLORADO	38.46	11.54	15.38	19.23	0.00	3.85	0.00	11.54
CONNECTICUT	28.57	28.57	35.71	7.14	0.00	0.00	0.00	0.00
DELAWARE	0.00	46.15	23.08	30.77	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	6.67	0.00	66.67	26.67	0.00	0.00	0.00	0.00
GEORGIA	75.00	0.00	0.00	25.00	0.00	0.00	0.00	0.00
HAWAII	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	33.33	66.67	0.00	0.00	0.00	0.00	.	0.00
ILLINOIS	0.00	27.27	36.36	0.00	0.00	36.36	0.00	0.00
INDIANA	17.39	4.35	65.22	4.35	0.00	0.00	4.35	4.35
IOWA	0.00	0.00	0.00	94.44	.	5.56	0.00	0.00
KANSAS	0.00	0.00	54.55	0.00	0.00	0.00	0.00	45.45
KENTUCKY	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MARYLAND	0.00	6.67	20.00	46.67	0.00	26.67	0.00	0.00
MASSACHUSETTS	.	.	50.00	0.00	33.33	.	16.67	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	55.56	11.11	22.22	0.00	11.11	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	75.00	0.00	0.00	25.00	0.00	0.00
MISSOURI	0.00	4.17	83.33	8.33	4.17	0.00	0.00	0.00
MONTANA	0.00	27.27	36.36	0.00	0.00	36.36	0.00	0.00
NEBRASKA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	4.17	0.00	8.33	50.00	37.50	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	50.00	0.00	0.00	50.00	.	0.00
NEW YORK	40.00	0.00	20.00	40.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NORTH DAKOTA	5.26	10.53	0.00	36.84	0.00	47.37	0.00	0.00
OHIO	20.00	0.00	20.00	40.00	0.00	0.00	0.00	20.00
OKLAHOMA	12.50	12.50	16.67	8.33	0.00	12.50	12.50	25.00
OREGON	40.00	0.00	20.00	0.00	0.00	40.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	27.78	11.11	44.44	0.00	16.67	0.00	0.00
RHODE ISLAND	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	84.21	10.53	0.00	5.26	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	11.11	0.00	77.78	0.00	0.00	11.11	0.00	0.00
TEXAS	2.86	2.86	91.43	0.00	0.00	2.86	0.00	0.00
UTAH	0.00	5.88	23.53	11.76	0.00	58.82	.	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	40.00	20.00	30.00	0.00	0.00	10.00	0.00	0.00
WEST VIRGINIA	20.00	0.00	20.00	10.00	0.00	50.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
U.S. AND OUTLYING AREAS	12.05	10.25	40.29	18.35	3.24	11.15	1.44	3.24
50 STATES, D.C. & P.R.	12.27	10.44	40.48	18.68	3.30	10.26	1.47	3.11

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15	25	19	0	0	0	0	1
ALASKA	9	8	2	0	0	0	0	0
ARIZONA	13	6	6	1	1	0	0	0
ARKANSAS	3	14	9	0	0	.	2	0
CALIFORNIA	58	44	90	2	6	0	0	0
COLORADO	20	6	18	0	0	0	0	1
CONNECTICUT	6	3	2	0	1	0	0	0
DELAWARE	0	0	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	8	7	16	0	0	0	0	0
GEORGIA	15	25	14	2	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	19	12	1	0	0	0	0	0
ILLINOIS	16	33	60	9	1	0	0	0
INDIANA	40	12	37	1	0	0	0	1
IOWA	26	12	4	0	.	0	0	0
KANSAS	22	25	33	2	0	0	0	3
KENTUCKY	13	14	10	0	0	0	0	1
LOUISIANA	7	17	29	2	0	0	0	3
MAINE	10	10	3	0	0	0	0	0
MARYLAND	19	8	24	6	3	0	0	4
MASSACHUSETTS	24	11	43	4	11	.	3	4
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	18	14	4	1	0	0	0	0
MISSISSIPPI	0	3	1	1	0	0	0	1
MISSOURI	23	20	27	1	0	0	0	0
MONTANA	14	8	1	0	0	0	0	0
NEBRASKA	22	7	6	2	0	0	0	0
NEVADA	1	7	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	1	5	0	3	0	0	2
NEW MEXICO	15	12	22	0	0	0	.	1
NEW YORK	68	29	57	12	4	0	0	6
NORTH CAROLINA	32	13	20	3	2	1	0	1
NORTH DAKOTA	3	0	0	0	0	0	0	0
OHIO	16	6	1	0	0	0	0	0
OKLAHOMA	13	14	11	0	0	3	2	0
OREGON	33	20	11	0	0	0	0	3
PENNSYLVANIA	23	77	213	6	213	1	17	2
PUERTO RICO	3	0	17	1	0	0	0	5
RHODE ISLAND	2	1	8	0	2	0	0	0
SOUTH CAROLINA	2	1	4	0	0	0	0	0
SOUTH DAKOTA	6	6	2	0	0	0	0	0
TENNESSEE	33	13	24	0	0	0	0	1
TEXAS	12	34	44	0	0	0	0	2
UTAH	39	15	27	7	0	.	.	1
VERMONT	7	0	0	0	0	0	0	0
VIRGINIA	13	17	15	3	1	0	0	0
WASHINGTON	30	28	11	0	0	0	0	0
WEST VIRGINIA	6	23	2	0	0	0	0	0
WISCONSIN	21	23	25	0	0	0	0	0
WYOMING	5	5	2	0	1	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	7	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	808	696	984	70	249	7	24	43
50 STATES, D.C. & P.R.	805	689	981	70	249	7	24	43

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	25.00	41.67	31.67	0.00	0.00	0.00	0.00	1.67
ALASKA	47.37	42.11	10.53	0.00	0.00	0.00	0.00	0.00
ARIZONA	48.15	22.22	22.22	3.70	3.70	0.00	0.00	0.00
ARKANSAS	10.71	50.00	32.14	0.00	0.00	.	7.14	0.00
CALIFORNIA	29.00	22.00	45.00	1.00	3.00	0.00	0.00	0.00
COLORADO	44.44	13.33	40.00	0.00	0.00	0.00	0.00	2.22
CONNECTICUT	50.00	25.00	16.67	0.00	8.33	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	25.81	22.58	51.61	0.00	0.00	0.00	0.00	0.00
GEORGIA	26.79	44.64	25.00	3.57	0.00	0.00	0.00	0.00
HAWAII	.	.	.	.	.	.	.	.
IDAHO	59.38	37.50	3.13	0.00	0.00	0.00	0.00	0.00
ILLINOIS	13.45	27.73	50.42	7.56	0.84	0.00	0.00	0.00
INDIANA	43.96	13.19	40.66	1.10	0.00	0.00	0.00	1.10
IOWA	61.90	28.57	9.52	0.00	.	0.00	0.00	0.00
KANSAS	25.88	29.41	38.82	2.35	0.00	0.00	0.00	3.53
KENTUCKY	34.21	36.84	26.32	0.00	0.00	0.00	0.00	2.63
LOUISIANA	12.07	29.31	50.00	3.45	0.00	0.00	0.00	5.17
MAINE	43.48	43.48	13.04	0.00	0.00	0.00	0.00	0.00
MARYLAND	29.69	12.50	37.50	9.38	4.69	0.00	0.00	6.25
MASSACHUSETTS	24.00	11.00	43.00	4.00	11.00	.	3.00	4.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	48.65	37.84	10.81	2.70	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	50.00	16.67	16.67	0.00	0.00	0.00	16.67
MISSOURI	32.39	28.17	38.03	1.41	0.00	0.00	0.00	0.00
MONTANA	60.87	34.78	4.35	0.00	0.00	0.00	0.00	0.00
NEBRASKA	59.46	18.92	16.22	5.41	0.00	0.00	0.00	0.00
NEVADA	11.11	77.78	11.11	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	15.38	7.69	38.46	0.00	23.08	0.00	0.00	15.38
NEW MEXICO	30.00	24.00	44.00	0.00	0.00	0.00	.	2.00
NEW YORK	38.64	16.48	32.39	6.82	2.27	0.00	0.00	3.41
NORTH CAROLINA	44.44	18.06	27.78	4.17	2.78	1.39	0.00	1.39
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	69.57	26.09	4.35	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	30.23	32.56	25.58	0.00	0.00	6.98	4.65	0.00
OREGON	49.25	29.85	16.42	0.00	0.00	0.00	0.00	4.48
PENNSYLVANIA	4.17	13.95	38.59	1.09	38.59	0.18	3.08	0.36
PUERTO RICO	11.54	0.00	65.38	3.85	0.00	0.00	0.00	19.23
RHODE ISLAND	15.38	7.69	61.54	0.00	15.38	0.00	0.00	0.00
SOUTH CAROLINA	28.57	14.29	57.14	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	42.86	42.86	14.29	0.00	0.00	0.00	0.00	0.00
TENNESSEE	46.48	18.31	33.80	0.00	0.00	0.00	0.00	1.41
TEXAS	13.04	36.96	47.83	0.00	0.00	0.00	0.00	2.17
UTAH	43.82	16.85	30.34	7.87	0.00	.	.	1.12
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	26.53	34.69	30.61	6.12	2.04	0.00	0.00	0.00
WASHINGTON	43.48	40.58	15.94	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	19.35	74.19	6.45	0.00	0.00	0.00	0.00	0.00
WISCONSIN	30.43	33.33	36.23	0.00	0.00	0.00	0.00	0.00
WYOMING	33.33	33.33	13.33	0.00	6.67	13.33	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	25.00	58.33	16.67	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	28.05	24.16	34.15	2.43	8.64	0.24	0.83	1.49
50 STATES, D.C. & P.R.	28.07	24.02	34.21	2.44	8.68	0.24	0.84	1.50

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	11,874	21,661	7,584	576	86	336	143	189
ALASKA	3,264	2,125	1,031	4	2	9	15	3
ARIZONA	7,930	11,545	6,478	483	315	75	113	77
ARKANSAS	6,768	11,425	3,528	74	210	.	350	154
CALIFORNIA	81,300	59,544	52,937	2,336	5,595	593	836	1,357
COLORADO	17,760	5,666	2,598	458	78	293	446	253
CONNECTICUT	15,353	7,120	5,745	566	1,010	29	554	174
DELAWARE	737	3,751	349	309	1	7	9	43
DISTRICT OF COLUMBIA	438	719	1,224	299	337	0	65	24
FLORIDA	33,260	27,159	44,177	3,046	394	894	8	1,264
GEORGIA	14,305	16,249	14,584	377	7	6	60	57
HAWAII	2,247	2,500	1,528	29	0	4	13	88
IDAHO	4,429	2,453	798	51	5	1	41	28
ILLINOIS	9,288	45,762	35,067	5,340	2,805	654	546	830
INDIANA	22,925	8,963	15,245	496	16	394	123	306
IOWA	16,482	7,516	2,284	677	.	355	88	73
KANSAS	7,320	7,504	3,628	422	108	269	35	61
KENTUCKY	7,971	13,905	5,630	240	11	434	16	240
LOUISIANA	8,640	8,390	18,741	510	38	684	43	398
MAINE	5,233	5,061	1,527	96	121	8	196	54
MARYLAND	16,020	7,363	11,696	1,467	903	396	280	160
MASSACHUSETTS	39,636	11,062	9,180	1,617	2,771	.	581	816
MICHIGAN	25,745	24,272	18,843	3,136	.	230	172	157
MINNESOTA	20,599	11,047	3,245	1,804	219	633	205	132
MISSISSIPPI	3,934	13,171	8,509	116	8	230	15	262
MISSOURI	19,760	17,536	10,722	779	314	110	117	124
MONTANA	3,083	2,519	1,028	90	8	61	62	64
NEBRASKA	7,466	4,484	1,847	215	48	72	22	86
NEVADA	3,239	4,697	1,421	358	1	0	2	36
NEW HAMPSHIRE	5,514	2,281	1,905	204	201	59	265	30
NEW JERSEY	23,486	17,780	23,942	2,502	5,276	765	68	754
NEW MEXICO	4,869	6,652	7,357	14	0	273	13	100
NEW YORK	60,394	20,995	54,826	11,510	3,148	1,614	983	1,598
NORTH CAROLINA	20,527	15,566	11,067	808	58	460	0	273
NORTH DAKOTA	3,650	819	303	11	10	38	34	11
OHIO	44,000	28,332	12,589	2,268	0	515	0	1,481
OKLAHOMA	11,558	12,585	4,794	216	28	208	31	166
OREGON	14,443	5,771	1,791	307	306	144	80	170
PENNSYLVANIA	24,067	33,001	23,858	1,855	1,559	981	292	384
PUERTO RICO	494	10,282	5,932	879	329	79	15	454
RHODE ISLAND	4,360	2,262	2,341	108	251	0	248	135
SOUTH CAROLINA	3,993	14,663	9,253	512	7	222	13	184
SOUTH DAKOTA	2,781	1,634	411	37	43	61	92	5
TENNESSEE	17,590	19,404	11,357	462	591	324	455	950
TEXAS	26,391	96,974	46,705	1,093	62	209	17	3,702
UTAH	5,910	7,565	4,956	524	0	323	.	102
VERMONT	3,878	279	193	47	52	12	124	43
VIRGINIA	16,214	20,613	14,460	540	450	545	236	187
WASHINGTON	16,569	14,167	6,362	261	83	128	11	201
WEST VIRGINIA	2,423	11,213	4,034	109	5	180	6	66
WISCONSIN	12,190	19,338	8,151	681	23	234	14	93
WYOMING	2,146	1,833	482	28	15	62	46	14
AMERICAN SAMOA	95	46	26	0	0	0	0	0
GUAM	234	430	99	2	0	0	1	0
NORTHERN MARIANAS	96	17	5	0	0	0	0	3
PALAU	29	9	11	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	627	1,730	455	9	11	36	19	5
U.S. AND OUTLYING AREAS	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621
50 STATES, D.C. & P.R.	744,453	729,178	548,243	50,947	27,908	14,213	8,199	18,613

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	27.97	51.03	17.87	1.36	0.20	0.79	0.34	0.45
ALASKA	50.58	32.93	15.98	0.06	0.03	0.14	0.23	0.05
ARIZONA	29.35	42.73	23.98	1.79	1.17	0.28	0.42	0.29
ARKANSAS	30.07	50.76	15.67	0.33	0.93	.	1.55	0.68
CALIFORNIA	39.76	29.12	25.89	1.14	2.74	0.29	0.41	0.66
COLORADO	64.46	20.56	9.43	1.66	0.28	1.06	1.62	0.92
CONNECTICUT	50.25	23.31	18.80	1.85	3.31	0.09	1.81	0.57
DELAWARE	14.16	72.05	6.70	5.94	0.02	0.13	0.17	0.83
DISTRICT OF COLUMBIA	14.10	23.15	39.41	9.63	10.85	0.00	2.09	0.77
FLORIDA	30.18	24.64	40.09	2.76	0.36	0.81	0.01	1.15
GEORGIA	31.34	35.60	31.95	0.83	0.02	0.01	0.13	0.12
HAWAII	35.06	39.01	23.84	0.45	0.00	0.06	0.20	1.37
IDAHO	56.74	31.42	10.22	0.65	0.06	0.01	0.53	0.36
ILLINOIS	9.26	45.63	34.96	5.32	2.80	0.65	0.54	0.83
INDIANA	47.30	18.49	31.45	1.02	0.03	0.81	0.25	0.63
IOWA	59.99	27.36	8.31	2.46	.	1.29	0.32	0.27
KANSAS	37.84	38.79	18.75	2.18	0.56	1.39	0.18	0.32
KENTUCKY	28.02	48.88	19.79	0.84	0.04	1.53	0.06	0.84
LOUISIANA	23.07	22.41	50.05	1.36	0.10	1.83	0.11	1.06
MAINE	42.56	41.16	12.42	0.78	0.98	0.07	1.59	0.44
MARYLAND	41.84	19.23	30.55	3.83	2.36	1.03	0.73	0.42
MASSACHUSETTS	60.36	16.85	13.98	2.46	4.22	.	0.88	1.24
MICHIGAN	35.48	33.45	25.97	4.32	.	0.32	0.24	0.22
MINNESOTA	54.37	29.16	8.57	4.76	0.58	1.67	0.54	0.35
MISSISSIPPI	14.99	50.18	32.42	0.44	0.03	0.88	0.06	1.00
MISSOURI	39.95	35.45	21.68	1.57	0.63	0.22	0.24	0.25
MONTANA	44.58	36.43	14.87	1.30	0.12	0.88	0.90	0.93
NEBRASKA	52.43	31.49	12.97	1.51	0.34	0.51	0.15	0.60
NEVADA	33.21	48.15	14.57	3.67	0.01	0.00	0.02	0.37
NEW HAMPSHIRE	52.72	21.81	18.21	1.95	1.92	0.56	2.53	0.29
NEW JERSEY	31.49	23.84	32.11	3.36	7.07	1.03	0.09	1.01
NEW MEXICO	25.26	34.51	38.16	0.07	0.00	1.42	0.07	0.52
NEW YORK	38.95	13.54	35.36	7.42	2.03	1.04	0.63	1.03
NORTH CAROLINA	42.10	31.92	22.70	1.66	0.12	0.94	0.00	0.56
NORTH DAKOTA	74.86	16.80	6.21	0.23	0.21	0.78	0.70	0.23
OHIO	49.34	31.77	14.12	2.54	0.00	0.58	0.00	1.66
OKLAHOMA	39.07	42.54	16.20	0.73	0.09	0.70	0.10	0.56
OREGON	62.76	25.08	7.78	1.33	1.33	0.63	0.35	0.74
PENNSYLVANIA	27.99	38.37	27.74	2.16	1.81	1.14	0.34	0.45
PUERTO RICO	2.68	55.69	32.13	4.76	1.78	0.43	0.08	2.46
RHODE ISLAND	44.93	23.31	24.12	1.11	2.59	0.00	2.56	1.39
SOUTH CAROLINA	13.84	50.83	32.08	1.77	0.02	0.77	0.05	0.64
SOUTH DAKOTA	54.92	32.27	8.12	0.73	0.85	1.20	1.82	0.10
TENNESSEE	34.40	37.95	22.21	0.90	1.16	0.63	0.89	1.86
TEXAS	15.07	55.37	26.67	0.62	0.04	0.12	0.01	2.11
UTAH	30.50	39.04	25.57	2.70	0.00	1.67	.	0.53
VERMONT	83.79	6.03	4.17	1.02	1.12	0.26	2.68	0.93
VIRGINIA	30.45	38.71	27.16	1.01	0.85	1.02	0.44	0.35
WASHINGTON	43.85	37.50	16.84	0.69	0.22	0.34	0.03	0.53
WEST VIRGINIA	13.43	62.17	22.37	0.60	0.03	1.00	0.03	0.37
WISCONSIN	29.93	47.49	20.02	1.67	0.06	0.57	0.03	0.23
WYOMING	46.39	39.62	10.42	0.61	0.32	1.34	0.99	0.30
AMERICAN SAMOA	56.89	27.54	15.57	0.00	0.00	0.00	0.00	0.00
GUAM	30.55	56.14	12.92	0.26	0.00	0.00	0.13	0.00
NORTHERN MARIANAS	79.34	14.05	4.13	0.00	0.00	0.00	0.00	2.48
PALAU	59.18	18.37	22.45	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	21.68	59.82	15.73	0.31	0.38	1.24	0.66	0.17
U.S. AND OUTLYING AREAS	34.74	34.09	25.58	2.37	1.30	0.66	0.38	0.87
50 STATES, D.C. & P.R.	34.76	34.05	25.60	2.38	1.30	0.66	0.38	0.87

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8,644	12,486	919	58	9	1	13	54
ALASKA	2,672	1,737	504	4	1	4	9	0
ARIZONA	6,131	9,811	3,117	49	27	0	5	17
ARKANSAS	5,353	7,554	973	6	13	.	9	75
CALIFORNIA	63,898	53,035	33,546	166	1,128	0	88	568
COLORADO	11,902	4,251	660	52	6	52	47	28
CONNECTICUT	10,446	4,671	2,174	50	188	7	66	21
DELAWARE	565	2,791	178	83	0	3	1	2
DISTRICT OF COLUMBIA	395	635	801	42	146	0	0	0
FLORIDA	21,405	22,217	21,563	90	106	137	2	66
GEORGIA	8,134	7,828	2,394	0	3	0	1	5
HAWAII	1,543	1,771	559	0	0	0	0	13
IDAHO	3,428	1,662	120	7	0	1	7	6
ILLINOIS	3,513	39,313	17,999	317	150	117	11	20
INDIANA	17,070	7,090	4,991	3	0	84	4	95
IOWA	9,350	4,265	1,297	20	.	16	4	15
KANSAS	5,019	5,124	892	6	1	1	5	12
KENTUCKY	4,354	7,550	1,199	29	1	45	2	30
LOUISIANA	5,581	6,676	9,489	31	8	98	11	136
MAINE	3,100	3,124	338	4	5	1	8	5
MARYLAND	11,435	5,804	6,920	181	170	7	11	82
MASSACHUSETTS	27,175	7,916	3,446	271	374	.	60	45
MICHIGAN	16,793	17,740	8,703	429	.	20	25	47
MINNESOTA	12,379	5,606	467	85	13	33	16	11
MISSISSIPPI	2,785	10,983	4,857	12	2	31	0	99
MISSOURI	15,160	13,644	3,752	25	35	0	13	30
MONTANA	2,330	2,060	372	4	1	2	15	8
NEBRASKA	4,729	2,581	318	34	5	42	8	17
NEVADA	2,573	4,060	658	161	0	0	0	11
NEW HAMPSHIRE	3,826	1,459	1,079	7	58	14	51	9
NEW JERSEY	18,216	15,876	17,160	371	959	118	8	246
NEW MEXICO	3,328	4,968	4,087	8	0	46	.	19
NEW YORK	50,137	14,885	35,875	1,430	477	90	106	320
NORTH CAROLINA	14,986	9,009	2,137	26	4	21	0	32
NORTH DAKOTA	2,752	400	12	2	1	1	6	4
OHIO	34,707	8,590	1,484	34	0	99	0	56
OKLAHOMA	9,445	9,252	884	28	9	26	8	51
OREGON	10,453	4,221	300	80	90	32	8	42
PENNSYLVANIA	17,481	24,924	10,853	132	0	167	1	23
PUERTO RICO	172	6,431	1,210	194	31	1	2	20
RHODE ISLAND	3,583	1,829	1,517	50	35	0	35	23
SOUTH CAROLINA	2,184	10,578	3,171	6	7	7	0	61
SOUTH DAKOTA	2,223	1,087	46	4	8	0	2	0
TENNESSEE	13,254	14,298	4,775	65	159	12	74	209
TEXAS	18,024	81,570	23,221	64	2	0	1	306
UTAH	4,355	5,938	2,218	44	0	2	.	33
VERMONT	2,229	100	34	4	20	0	21	7
VIRGINIA	12,042	15,327	6,770	18	81	104	17	54
WASHINGTON	10,665	8,893	2,042	35	7	5	0	14
WEST VIRGINIA	1,962	7,860	1,240	13	2	39	0	15
WISCONSIN	6,940	12,987	1,875	56	2	9	1	10
WYOMING	1,562	1,271	132	1	4	11	15	5
AMERICAN SAMOA	90	43	0	0	0	0	0	0
GUAM	174	384	18	0	0	0	0	0
NORTHERN MARIANAS	62	11	1	0	0	0	0	0
PALAU	26	8	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	392	1,203	191	0	0	1	0	2
U.S. AND OUTLYING AREAS	533,132	537,387	255,540	4,891	4,348	1,507	797	3,079
50 STATES, D.C. & P.R.	532,388	535,738	255,328	4,891	4,348	1,506	797	3,077

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.97	56.28	4.14	0.26	0.04	0.00	0.06	0.24
ALASKA	54.19	35.23	10.22	0.08	0.02	0.08	0.18	0.00
ARIZONA	32.00	51.21	16.27	0.26	0.14	0.00	0.03	0.09
ARKANSAS	38.28	54.02	6.96	0.04	0.09	.	0.06	0.54
CALIFORNIA	41.92	34.79	22.01	0.11	0.74	0.00	0.06	0.37
COLORADO	70.02	25.01	3.88	0.31	0.04	0.31	0.28	0.16
CONNECTICUT	59.27	26.51	12.34	0.28	1.07	0.04	0.37	0.12
DELAWARE	15.59	77.04	4.91	2.29	0.00	0.08	0.03	0.06
DISTRICT OF COLUMBIA	19.56	31.45	39.67	2.08	7.23	0.00	0.00	0.00
FLORIDA	32.64	33.87	32.88	0.14	0.16	0.21	0.00	0.10
GEORGIA	44.29	42.62	13.04	0.00	0.02	0.00	0.01	0.03
HAWAII	39.71	45.57	14.38	0.00	0.00	0.00	0.00	0.33
IDAHO	65.53	31.77	2.29	0.13	0.00	0.02	0.13	0.11
ILLINOIS	5.72	63.99	29.30	0.52	0.24	0.19	0.02	0.03
INDIANA	58.19	24.17	17.01	0.01	0.00	0.29	0.01	0.32
IOWA	62.47	28.50	8.67	0.13	.	0.11	0.03	0.10
KANSAS	45.38	46.33	8.07	0.05	0.01	0.01	0.05	0.11
KENTUCKY	32.96	57.15	9.08	0.22	0.01	0.34	0.02	0.23
LOUISIANA	25.33	30.30	43.07	0.14	0.04	0.44	0.05	0.62
MAINE	47.08	47.44	5.13	0.06	0.08	0.02	0.12	0.08
MARYLAND	46.46	23.58	28.12	0.74	0.69	0.03	0.04	0.33
MASSACHUSETTS	69.17	20.15	8.77	0.69	0.95	.	0.15	0.11
MICHIGAN	38.38	40.54	19.89	0.98	.	0.05	0.06	0.11
MINNESOTA	66.52	30.12	2.51	0.46	0.07	0.18	0.09	0.06
MISSISSIPPI	14.84	58.52	25.88	0.06	0.01	0.17	0.00	0.53
MISSOURI	46.42	41.78	11.49	0.08	0.11	0.00	0.04	0.09
MONTANA	48.62	42.99	7.76	0.08	0.02	0.04	0.31	0.17
NEBRASKA	61.15	33.37	4.11	0.44	0.06	0.54	0.10	0.22
NEVADA	34.48	54.40	8.82	2.16	0.00	0.00	0.00	0.15
NEW HAMPSHIRE	58.83	22.44	16.59	0.11	0.89	0.22	0.78	0.14
NEW JERSEY	34.40	29.98	32.41	0.70	1.81	0.22	0.02	0.46
NEW MEXICO	26.72	39.88	32.81	0.06	0.00	0.37	.	0.15
NEW YORK	48.53	14.41	34.72	1.38	0.46	0.09	0.10	0.31
NORTH CAROLINA	57.17	34.37	8.15	0.10	0.02	0.08	0.00	0.12
NORTH DAKOTA	86.60	12.59	0.38	0.06	0.03	0.03	0.19	0.13
OHIO	77.18	19.10	3.30	0.08	0.00	0.22	0.00	0.12
OKLAHOMA	47.94	46.96	4.49	0.14	0.05	0.13	0.04	0.26
OREGON	68.65	27.72	1.97	0.53	0.59	0.21	0.05	0.28
PENNSYLVANIA	32.63	46.52	20.26	0.25	0.00	0.31	0.00	0.04
PUERTO RICO	2.13	79.78	15.01	2.41	0.38	0.01	0.02	0.25
RHODE ISLAND	50.66	25.86	21.45	0.71	0.49	0.00	0.49	0.33
SOUTH CAROLINA	13.64	66.05	19.80	0.04	0.04	0.04	0.00	0.38
SOUTH DAKOTA	65.96	32.26	1.36	0.12	0.24	0.00	0.06	0.00
TENNESSEE	40.35	43.53	14.54	0.20	0.48	0.04	0.23	0.64
TEXAS	14.63	66.22	18.85	0.05	0.00	0.00	0.00	0.25
UTAH	34.59	47.16	17.62	0.35	0.00	0.02	.	0.26
VERMONT	92.30	4.14	1.41	0.17	0.83	0.00	0.87	0.29
VIRGINIA	34.99	44.54	19.67	0.05	0.24	0.30	0.05	0.16
WASHINGTON	49.24	41.06	9.43	0.16	0.03	0.02	0.00	0.06
WEST VIRGINIA	17.63	70.61	11.14	0.12	0.02	0.35	0.00	0.13
WISCONSIN	31.72	59.36	8.57	0.26	0.01	0.04	0.00	0.05
WYOMING	52.05	42.35	4.40	0.03	0.13	0.37	0.50	0.17
AMERICAN SAMOA	67.67	32.33	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	30.21	66.67	3.13	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	83.78	14.86	1.35	0.00	0.00	0.00	0.00	0.00
PALAU	72.22	22.22	5.56	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	21.91	67.24	10.68	0.00	0.00	0.06	0.00	0.11
U.S. AND OUTLYING AREAS	39.77	40.08	19.06	0.36	0.32	0.11	0.06	0.23
50 STATES, D.C. & P.R.	39.79	40.04	19.08	0.37	0.32	0.11	0.06	0.23

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY, RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	818	25	12	1	1	0	0	0
ALASKA	305	46	14	0	1	0	0	0
ARIZONA	770	166	29	7	0	0	0	2
ARKANSAS	399	89	27	.	1	.	1	2
CALIFORNIA	10,447	1,649	1,786	14	47	0	1	11
COLORADO	1,396	135	54	6	2	0	0	2
CONNECTICUT	1,136	322	155	5	15	1	0	3
DELAWARE	79	12	0	1	0	0	0	0
DISTRICT OF COLUMBIA	8	9	31	0	0	0	0	0
FLORIDA	7,254	409	460	2	14	13	0	12
GEORGIA	1,417	226	26	0	1	0	0	0
HAWAII	206	22	8	0	0	0	0	1
IDAHO	254	48	9	0	0	0	1	0
ILLINOIS	4,414	179	307	9	5	5	1	0
INDIANA	2,324	1	0	0	0	10	0	0
IOWA	497	226	69	4	.	0	1	0
KANSAS	689	33	4	1	0	2	0	1
KENTUCKY	1,079	56	5	3	0	0	0	1
LOUISIANA	1,566	90	299	0	2	5	1	9
MAINE	797	341	58	0	2	0	0	0
MARYLAND	2,461	621	1,038	46	10	0	1	10
MASSACHUSETTS	9,204	737	715	28	73	.	24	37
MICHIGAN	3,043	344	132	16	.	1	0	21
MINNESOTA	1,517	206	15	1	0	2	4	6
MISSISSIPPI	946	232	86	5	0	2	0	7
MISSOURI	2,492	236	104	0	8	1	0	1
MONTANA	201	30	4	0	0	0	0	0
NEBRASKA	1,164	139	25	37	0	0	0	0
NEVADA	255	13	22	1	0	0	0	2
NEW HAMPSHIRE	594	313	273	13	9	1	8	2
NEW JERSEY	3,175	217	534	12	116	2	0	3
NEW MEXICO	845	907	932	0	0	1	.	6
NEW YORK	2,155	1,479	1,989	82	38	1	13	2
NORTH CAROLINA	1,308	27	42	0	0	0	0	1
NORTH DAKOTA	458	26	4	0	1	1	0	0
OHIO	3,798	0	0	0	0	18	0	0
OKLAHOMA	911	184	4	1	0	0	0	0
OREGON	1,521	358	70	17	10	1	1	6
PENNSYLVANIA	2,986	107	41	1	0	0	0	7
PUERTO RICO	74	313	47	2	2	0	0	1
RHODE ISLAND	358	132	58	0	3	0	3	0
SOUTH CAROLINA	705	62	18	0	0	0	0	0
SOUTH DAKOTA	185	24	2	0	0	0	0	0
TENNESSEE	1,697	1,127	438	5	8	1	3	5
TEXAS	4,255	533	158	2	0	0	0	1
UTAH	450	240	153	0	0	.	.	2
VERMONT	386	30	14	1	1	0	3	4
VIRGINIA	1,547	619	52	2	17	1	1	1
WASHINGTON	1,229	40	45	0	1	0	0	0
WEST VIRGINIA	51	794	1	0	0	0	0	0
WISCONSIN	1,831	70	14	2	1	1	1	1
WYOMING	252	146	23	0	2	2	2	1
AMERICAN SAMOA	5	0	0	0	0	0	0	0
GUAM	21	4	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	174	206	76	0	0	0	0	0
U.S. AND OUTLYING AREAS	88,110	14,600	10,482	327	391	72	70	171
50 STATES, D.C. & P.R.	87,909	14,390	10,406	327	391	72	70	171

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	95.45	2.92	1.40	0.12	0.12	0.00	0.00	0.00
ALASKA	83.33	12.57	3.83	0.00	0.27	0.00	0.00	0.00
ARIZONA	79.06	17.04	2.98	0.72	0.00	0.00	0.00	0.21
ARKANSAS	76.88	17.15	5.20	.	0.19	.	0.19	0.39
CALIFORNIA	74.86	11.82	12.80	0.10	0.34	0.00	0.01	0.08
COLORADO	87.52	8.46	3.39	0.38	0.13	0.00	0.00	0.13
CONNECTICUT	69.40	19.67	9.47	0.31	0.92	0.06	0.00	0.18
DELAWARE	85.87	13.04	0.00	1.09	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	16.67	18.75	64.58	0.00	0.00	0.00	0.00	0.00
FLORIDA	88.85	5.01	5.63	0.02	0.17	0.16	0.00	0.15
GEORGIA	84.85	13.53	1.56	0.00	0.06	0.00	0.00	0.00
HAWAII	86.92	9.28	3.38	0.00	0.00	0.00	0.00	0.42
IDAHO	81.41	15.38	2.88	0.00	0.00	0.00	0.32	0.00
ILLINOIS	89.72	3.64	6.24	0.18	0.10	0.10	0.02	0.00
INDIANA	99.53	0.04	0.00	0.00	0.00	0.43	0.00	0.00
IOWA	62.36	28.36	8.66	0.50	.	0.00	0.13	0.00
KANSAS	94.38	4.52	0.55	0.14	0.00	0.27	0.00	0.14
KENTUCKY	94.32	4.90	0.44	0.26	0.00	0.00	0.00	0.09
LOUISIANA	79.41	4.56	15.16	0.00	0.10	0.25	0.05	0.46
MAINE	66.53	28.46	4.84	0.00	0.17	0.00	0.00	0.00
MARYLAND	58.78	14.83	24.79	1.10	0.24	0.00	0.02	0.24
MASSACHUSETTS	85.08	6.81	6.61	0.26	0.67	.	0.22	0.34
MICHIGAN	85.55	9.67	3.71	0.45	.	0.03	0.00	0.59
MINNESOTA	86.64	11.76	0.86	0.06	0.00	0.11	0.23	0.34
MISSISSIPPI	74.02	18.15	6.73	0.39	0.00	0.16	0.00	0.55
MISSOURI	87.68	8.30	3.66	0.00	0.28	0.04	0.00	0.04
MONTANA	85.53	12.77	1.70	0.00	0.00	0.00	0.00	0.00
NEBRASKA	85.27	10.18	1.83	2.71	0.00	0.00	0.00	0.00
NEVADA	87.03	4.44	7.51	0.34	0.00	0.00	0.00	0.68
NEW HAMPSHIRE	48.97	25.80	22.51	1.07	0.74	0.08	0.66	0.16
NEW JERSEY	78.22	5.35	13.16	0.30	2.86	0.05	0.00	0.07
NEW MEXICO	31.40	33.70	34.63	0.00	0.00	0.04	.	0.22
NEW YORK	37.42	25.68	34.54	1.42	0.66	0.02	0.23	0.03
NORTH CAROLINA	94.92	1.96	3.05	0.00	0.00	0.00	0.00	0.07
NORTH DAKOTA	93.47	5.31	0.82	0.00	0.20	0.20	0.00	0.00
OHIO	99.53	0.00	0.00	0.00	0.00	0.47	0.00	0.00
OKLAHOMA	82.82	16.73	0.36	0.09	0.00	0.00	0.00	0.00
OREGON	76.66	18.04	3.53	0.86	0.50	0.05	0.05	0.30
PENNSYLVANIA	95.04	3.41	1.30	0.03	0.00	0.00	0.00	0.22
PUERTO RICO	16.86	71.30	10.71	0.46	0.46	0.00	0.00	0.23
RHODE ISLAND	64.62	23.83	10.47	0.00	0.54	0.00	0.54	0.00
SOUTH CAROLINA	89.81	7.90	2.29	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	87.68	11.37	0.95	0.00	0.00	0.00	0.00	0.00
TENNESSEE	51.67	34.32	13.34	0.15	0.24	0.03	0.09	0.15
TEXAS	85.98	10.77	3.19	0.04	0.00	0.00	0.00	0.02
UTAH	53.25	28.40	18.11	0.00	0.00	.	.	0.24
VERMONT	87.93	6.83	3.19	0.23	0.23	0.00	0.68	0.91
VIRGINIA	69.06	27.63	2.32	0.09	0.76	0.04	0.04	0.04
WASHINGTON	93.46	3.04	3.42	0.00	0.08	0.00	0.00	0.00
WEST VIRGINIA	6.03	93.85	0.12	0.00	0.00	0.00	0.00	0.00
WISCONSIN	95.31	3.64	0.73	0.10	0.05	0.05	0.05	0.05
WYOMING	58.88	34.11	5.37	0.00	0.47	0.47	0.47	0.23
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	84.00	16.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	38.16	45.18	16.67	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	77.14	12.78	9.18	0.29	0.34	0.06	0.06	0.15
50 STATES, D.C. & P.R.	77.29	12.65	9.15	0.29	0.34	0.06	0.06	0.15

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	679	7,472	5,578	341	61	36	8	30
ALASKA	32	81	138	0	0	0	0	0
ARIZONA	161	414	1,840	96	34	0	2	4
ARKANSAS	585	3,245	2,138	18	133	.	120	39
CALIFORNIA	334	1,397	8,222	887	228	0	11	306
COLORADO	520	283	593	6	4	4	2	2
CONNECTICUT	82	400	1,143	86	45	0	16	2
DELAWARE	16	517	122	115	0	1	3	1
DISTRICT OF COLUMBIA	3	30	181	141	59	0	3	0
FLORIDA	258	778	11,487	1,565	6	42	0	66
GEORGIA	808	3,528	8,321	75	2	1	9	24
HAWAII	69	326	492	1	0	0	0	29
IDAHO	342	531	466	17	0	0	10	1
ILLINOIS	91	581	8,892	1,038	684	22	94	9
INDIANA	927	1,099	7,298	136	1	25	12	46
IOWA	3,403	1,552	472	165	.	6	7	7
KANSAS	152	804	1,561	22	40	13	0	3
KENTUCKY	1,679	4,960	2,811	26	4	20	5	75
LOUISIANA	95	454	5,172	188	25	190	4	57
MAINE	35	302	402	6	10	0	1	1
MARYLAND	200	218	1,467	378	41	2	16	3
MASSACHUSETTS	1,245	1,478	2,605	129	264	.	75	33
MICHIGAN	538	1,751	5,536	1,069	.	3	7	10
MINNESOTA	709	1,935	1,542	246	10	9	29	11
MISSISSIPPI	81	1,581	2,994	40	3	59	5	40
MISSOURI	658	611	4,036	596	40	30	12	11
MONTANA	71	153	262	2	0	0	2	2
NEBRASKA	369	1,106	795	54	10	13	6	7
NEVADA	32	183	364	107	0	0	1	1
NEW HAMPSHIRE	98	104	202	24	14	0	8	3
NEW JERSEY	21	73	1,298	377	285	33	2	11
NEW MEXICO	35	132	788	0	0	1	.	3
NEW YORK	341	592	4,558	2,268	195	16	45	49
NORTH CAROLINA	870	4,229	5,769	391	37	8	0	39
NORTH DAKOTA	115	214	223	1	2	6	8	3
OHIO	2,760	15,840	5,883	134	0	86	0	86
OKLAHOMA	605	2,490	2,728	58	4	11	7	24
OREGON	365	451	775	11	9	3	5	8
PENNSYLVANIA	709	4,394	8,076	724	59	28	28	36
PUERTO RICO	107	2,784	4,030	583	187	30	2	72
RHODE ISLAND	9	33	329	2	52	0	13	0
SOUTH CAROLINA	405	2,324	4,593	261	0	33	4	36
SOUTH DAKOTA	102	331	231	8	5	7	17	0
TENNESSEE	400	2,548	4,262	68	115	56	68	55
TEXAS	160	1,347	9,590	273	15	123	2	106
UTAH	40	216	1,233	21	0	0	.	5
VERMONT	480	79	74	5	6	0	8	5
VIRGINIA	231	1,940	4,439	92	27	54	18	25
WASHINGTON	502	1,326	1,553	15	1	5	1	6
WEST VIRGINIA	93	1,610	2,304	50	1	3	2	20
WISCONSIN	298	1,529	3,366	140	0	37	0	14
WYOMING	9	121	120	6	0	20	6	0
AMERICAN SAMOA	0	0	13	0	0	0	0	0
GUAM	2	31	50	0	0	0	0	0
NORTHERN MARIANAS	21	2	1	0	0	0	0	1
PALAU	0	0	3	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11	104	56	0	3	11	3	0
U.S. AND OUTLYING AREAS	22,963	82,614	153,477	13,062	2,721	1,047	707	1,427
50 STATES, D.C. & P.R.	22,929	82,477	153,354	13,062	2,718	1,036	704	1,426

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4.78	52.60	39.27	2.40	0.43	0.25	0.06	0.21
ALASKA	12.75	32.27	54.98	0.00	0.00	0.00	0.00	0.00
ARIZONA	6.31	16.23	72.13	3.76	1.33	0.00	0.08	0.16
ARKANSAS	9.32	51.69	34.06	0.29	2.12	.	1.91	0.62
CALIFORNIA	2.93	12.27	72.22	7.79	2.00	0.00	0.10	2.69
COLORADO	36.78	20.01	41.94	0.42	0.28	0.28	0.14	0.14
CONNECTICUT	4.62	22.55	64.43	4.85	2.54	0.00	0.90	0.11
DELAWARE	2.06	66.71	15.74	14.84	0.00	0.13	0.39	0.13
DISTRICT OF COLUMBIA	0.72	7.19	43.41	33.81	14.15	0.00	0.72	0.00
FLORIDA	1.82	5.48	80.88	11.02	0.04	0.30	0.00	0.46
GEORGIA	6.33	27.63	65.17	0.59	0.02	0.01	0.07	0.19
HAWAII	7.52	35.55	53.65	0.11	0.00	0.00	0.00	3.16
IDAHO	25.02	38.84	34.09	1.24	0.00	0.00	0.73	0.07
ILLINOIS	0.80	5.09	77.92	9.10	5.99	0.19	0.82	0.08
INDIANA	9.71	11.52	76.47	1.42	0.01	0.26	0.13	0.48
IOWA	60.64	27.66	8.41	2.94	.	0.11	0.12	0.12
KANSAS	5.86	30.98	60.15	0.85	1.54	0.50	0.00	0.12
KENTUCKY	17.53	51.77	29.34	0.27	0.04	0.21	0.05	0.78
LOUISIANA	1.54	7.34	83.62	3.04	0.40	3.07	0.06	0.92
MAINE	4.62	39.89	53.10	0.79	1.32	0.00	0.13	0.13
MARYLAND	8.60	9.38	63.10	16.26	1.76	0.09	0.69	0.13
MASSACHUSETTS	21.36	25.36	44.69	2.21	4.53	.	1.29	0.57
MICHIGAN	6.04	19.64	62.10	11.99	.	0.03	0.08	0.11
MINNESOTA	15.79	43.09	34.34	5.48	0.22	0.20	0.65	0.24
MISSISSIPPI	1.69	32.92	62.34	0.83	0.06	1.23	0.10	0.83
MISSOURI	10.98	10.19	67.33	9.94	0.67	0.50	0.20	0.18
MONTANA	14.43	31.10	53.25	0.41	0.00	0.00	0.41	0.41
NEBRASKA	15.64	46.86	33.69	2.29	0.42	0.55	0.25	0.30
NEVADA	4.65	26.60	52.91	15.55	0.00	0.00	0.15	0.15
NEW HAMPSHIRE	21.63	22.96	44.59	5.30	3.09	0.00	1.77	0.66
NEW JERSEY	1.00	3.48	61.81	17.95	13.57	1.57	0.10	0.52
NEW MEXICO	3.65	13.76	82.17	0.00	0.00	0.10	.	0.31
NEW YORK	4.23	7.34	56.52	28.13	2.42	0.20	0.56	0.61
NORTH CAROLINA	7.67	37.28	50.86	3.45	0.33	0.07	0.00	0.34
NORTH DAKOTA	20.10	37.41	38.99	0.17	0.35	1.05	1.40	0.52
OHIO	11.13	63.90	23.73	0.54	0.00	0.35	0.00	0.35
OKLAHOMA	10.21	42.01	46.03	0.98	0.07	0.19	0.12	0.40
OREGON	22.43	27.72	47.63	0.68	0.55	0.18	0.31	0.49
PENNSYLVANIA	5.04	31.27	57.46	5.15	0.42	0.20	0.20	0.26
PUERTO RICO	1.37	35.72	51.70	7.48	2.40	0.38	0.03	0.92
RHODE ISLAND	2.05	7.53	75.11	0.46	11.87	0.00	2.97	0.00
SOUTH CAROLINA	5.29	30.36	59.99	3.41	0.00	0.43	0.05	0.47
SOUTH DAKOTA	14.55	47.22	32.95	1.14	0.71	1.00	2.43	0.00
TENNESSEE	5.28	33.65	56.29	0.90	1.52	0.74	0.90	0.73
TEXAS	1.38	11.60	82.56	2.35	0.13	1.06	0.02	0.91
UTAH	2.64	14.26	81.39	1.39	0.00	0.00	.	0.33
VERMONT	73.06	12.02	11.26	0.76	0.91	0.00	1.22	0.76
VIRGINIA	3.38	28.42	65.03	1.35	0.40	0.79	0.26	0.37
WASHINGTON	14.73	38.90	45.56	0.44	0.03	0.15	0.03	0.18
WEST VIRGINIA	2.28	39.43	56.43	1.22	0.02	0.07	0.05	0.49
WISCONSIN	5.53	28.40	62.52	2.60	0.00	0.69	0.00	0.26
WYOMING	3.19	42.91	42.55	2.13	0.00	7.09	2.13	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	2.41	37.35	60.24	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	84.00	8.00	4.00	0.00	0.00	0.00	0.00	4.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	5.85	55.32	29.79	0.00	1.60	5.85	1.60	0.00
U.S. AND OUTLYING AREAS	8.26	29.72	55.20	4.70	0.98	0.38	0.25	0.51
50 STATES, D.C. & P.R.	8.26	29.70	55.22	4.70	0.98	0.37	0.25	0.51

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,097	1,292	516	42	11	67	106	68
ALASKA	126	130	185	0	0	5	6	1
ARIZONA	358	680	942	213	190	0	95	23
ARKANSAS	32	66	58	0	17	.	51	12
CALIFORNIA	958	1,102	3,239	529	3,779	0	709	230
COLORADO	2,548	677	778	292	64	112	390	191
CONNECTICUT	2,645	1,379	1,801	277	632	19	407	112
DELAWARE	27	248	30	85	0	2	4	3
DISTRICT OF COLUMBIA	26	43	187	45	128	0	59	24
FLORIDA	3,303	3,241	9,189	1,194	187	328	4	95
GEORGIA	3,191	4,001	3,248	280	1	2	50	13
HAWAII	276	265	303	0	0	0	10	39
IDAHO	122	75	58	20	4	0	21	1
ILLINOIS	594	4,588	6,426	3,666	1,874	287	421	41
INDIANA	1,527	587	2,302	198	15	128	82	125
IOWA	2,546	1,161	353	421	.	218	63	32
KANSAS	812	965	617	183	47	0	30	20
KENTUCKY	284	936	1,094	166	2	176	8	57
LOUISIANA	403	436	2,284	241	1	17	24	121
MAINE	879	886	401	55	90	0	154	23
MARYLAND	803	336	1,170	387	467	145	166	27
MASSACHUSETTS	1,039	552	1,545	1,006	1,485	.	140	108
MICHIGAN	3,103	3,187	3,048	964	.	123	140	18
MINNESOTA	4,299	2,618	1,025	1,379	189	453	151	84
MISSISSIPPI	7	42	87	0	1	10	6	11
MISSOURI	713	2,444	2,168	99	183	30	79	46
MONTANA	217	129	193	80	7	13	42	18
NEBRASKA	641	395	426	59	30	0	5	26
NEVADA	201	315	214	27	0	0	0	11
NEW HAMPSHIRE	546	237	213	11	95	43	157	11
NEW JERSEY	1,313	1,112	3,112	796	2,611	345	22	349
NEW MEXICO	401	408	1,036	4	0	110	13	49
NEW YORK	4,298	2,536	9,272	5,312	1,249	1,212	495	1,032
NORTH CAROLINA	1,560	1,333	2,013	261	6	104	0	145
NORTH DAKOTA	177	151	49	3	3	10	12	3
OHIO	1,055	2,293	1,678	1,768	0	157	0	217
OKLAHOMA	214	404	612	63	11	30	11	48
OREGON	919	361	317	176	166	32	46	64
PENNSYLVANIA	1,606	3,142	3,753	784	960	780	86	304
PUERTO RICO	9	157	182	12	5	1	1	26
RHODE ISLAND	243	177	342	11	121	0	186	17
SOUTH CAROLINA	353	1,159	1,144	189	0	52	7	71
SOUTH DAKOTA	141	98	54	11	21	3	31	0
TENNESSEE	518	519	656	112	222	79	276	72
TEXAS	1,862	7,936	8,220	516	18	0	10	1,522
UTAH	802	898	844	150	0	44	.	37
VERMONT	530	52	53	36	19	12	69	22
VIRGINIA	1,341	1,985	2,409	358	298	231	173	80
WASHINGTON	1,036	1,120	706	165	46	12	7	115
WEST VIRGINIA	168	643	399	23	0	69	1	26
WISCONSIN	2,323	4,413	2,438	446	20	101	10	38
WYOMING	150	162	144	20	6	15	21	5
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	5	1	4	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	1
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	25	159	65	9	4	13	6	3
U.S. AND OUTLYING AREAS	54,373	64,232	83,603	23,144	15,285	5,590	5,063	5,837
50 STATES, D.C. & P.R.	54,342	64,072	83,533	23,135	15,281	5,577	5,057	5,833

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	34.29	40.39	16.13	1.31	0.34	2.09	3.31	2.13
ALASKA	27.81	28.70	40.84	0.00	0.00	1.10	1.32	0.22
ARIZONA	14.31	27.19	37.66	8.52	7.60	0.00	3.80	0.92
ARKANSAS	13.56	27.97	24.58	0.00	7.20	.	21.61	5.08
CALIFORNIA	9.08	10.45	30.71	5.02	35.83	0.00	6.72	2.18
COLORADO	50.44	13.40	15.40	5.78	1.27	2.22	7.72	3.78
CONNECTICUT	36.37	18.96	24.77	3.81	8.69	0.26	5.60	1.54
DELAWARE	6.77	62.16	7.52	21.30	0.00	0.50	1.00	0.75
DISTRICT OF COLUMBIA	5.08	8.40	36.52	8.79	25.00	0.00	11.52	4.69
FLORIDA	18.83	18.48	52.39	6.81	1.07	1.87	0.02	0.54
GEORGIA	29.58	37.09	30.11	2.60	0.01	0.02	0.46	0.12
HAWAII	30.91	29.68	33.93	0.00	0.00	0.00	1.12	4.37
IDAHO	40.53	24.92	19.27	6.64	1.33	0.00	6.98	0.33
ILLINOIS	3.32	25.64	35.91	20.48	10.47	1.60	2.35	0.23
INDIANA	30.76	11.83	46.37	3.99	0.30	2.58	1.65	2.52
IOWA	53.11	24.22	7.36	8.78	.	4.55	1.31	0.67
KANSAS	30.37	36.09	23.07	6.84	1.76	0.00	1.12	0.75
KENTUCKY	10.43	34.37	40.18	6.10	0.07	6.46	0.29	2.09
LOUISIANA	11.43	12.36	64.76	6.83	0.03	0.48	0.68	3.43
MAINE	35.33	35.61	16.12	2.21	3.62	0.00	6.19	0.92
MARYLAND	22.94	9.60	33.42	11.05	13.34	4.14	4.74	0.77
MASSACHUSETTS	17.69	9.40	26.30	17.12	25.28	.	2.38	1.84
MICHIGAN	29.32	30.11	28.80	9.11	.	1.16	1.32	0.17
MINNESOTA	42.16	25.67	10.05	13.52	1.85	4.44	1.48	0.82
MISSISSIPPI	4.27	25.61	53.05	0.00	0.61	6.10	3.66	6.71
MISSOURI	12.37	42.42	37.63	1.72	3.18	0.52	1.37	0.80
MONTANA	31.04	18.45	27.61	11.44	1.00	1.86	6.01	2.58
NEBRASKA	40.52	24.97	26.93	3.73	1.90	0.00	0.32	1.64
NEVADA	26.17	41.02	27.86	3.52	0.00	0.00	0.00	1.43
NEW HAMPSHIRE	41.58	18.05	16.22	0.84	7.24	3.27	11.96	0.84
NEW JERSEY	13.59	11.51	32.22	8.24	27.03	3.57	0.23	3.61
NEW MEXICO	19.84	20.19	51.26	0.20	0.00	5.44	0.64	2.42
NEW YORK	16.92	9.98	36.50	20.91	4.92	4.77	1.95	4.06
NORTH CAROLINA	28.77	24.59	37.13	4.81	0.11	1.92	0.00	2.67
NORTH DAKOTA	43.38	37.01	12.01	0.74	0.74	2.45	2.94	0.74
OHIO	14.72	31.99	23.41	24.67	0.00	2.19	0.00	3.03
OKLAHOMA	15.36	29.00	43.93	4.52	0.79	2.15	0.79	3.45
OREGON	44.16	17.35	15.23	8.46	7.98	1.54	2.21	3.08
PENNSYLVANIA	14.07	27.53	32.88	6.87	8.41	6.83	0.75	2.66
PUERTO RICO	2.29	39.95	46.31	3.05	1.27	0.25	0.25	6.62
RHODE ISLAND	22.15	16.13	31.18	1.00	11.03	0.00	16.96	1.55
SOUTH CAROLINA	11.87	38.96	38.45	6.35	0.00	1.75	0.24	2.39
SOUTH DAKOTA	39.28	27.30	15.04	3.06	5.85	0.84	8.64	0.00
TENNESSEE	21.11	21.15	26.73	4.56	9.05	3.22	11.25	2.93
TEXAS	9.27	39.51	40.93	2.57	0.09	0.00	0.05	7.58
UTAH	28.90	32.36	30.41	5.41	0.00	1.59	.	1.33
VERMONT	66.83	6.56	6.68	4.54	2.40	1.51	8.70	2.77
VIRGINIA	19.51	28.87	35.04	5.21	4.33	3.36	2.52	1.16
WASHINGTON	32.30	34.92	22.01	5.14	1.43	0.37	0.22	3.59
WEST VIRGINIA	12.64	48.38	30.02	1.73	0.00	5.19	0.08	1.96
WISCONSIN	23.73	45.08	24.91	4.56	0.20	1.03	0.10	0.39
WYOMING	28.68	30.98	27.53	3.82	1.15	2.87	4.02	0.96
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	10.00	40.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	0.00	0.00	0.00	0.00	0.00	0.00	50.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	8.80	55.99	22.89	3.17	1.41	4.58	2.11	1.06
U.S. AND OUTLYING AREAS	21.15	24.98	32.51	9.00	5.94	2.17	1.97	2.27
50 STATES, D.C. & P.R.	21.16	24.95	32.52	9.01	5.95	2.17	1.97	2.27

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October 1, 1996.

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	11	22	334	74	1	52	1	14
ALASKA	24	45	120	0	0	0	0	2
ARIZONA	47	40	315	14	41	19	7	11
ARKANSAS	8	37	182	15	30	.	41	8
CALIFORNIA	81	191	1,323	250	135	36	8	29
COLORADO	367	119	407	84	1	16	3	11
CONNECTICUT	90	96	289	81	35	1	13	12
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	4	58	3	0	0	0	0
IDAHO	11	21	92	4	0	0	1	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	3	7	151	25	0	35	12	7
IOWA	105	48	14	47	.	4	11	3
KANSAS	83	218	271	87	10	1	0	5
KENTUCKY	50	81	383	6	2	5	0	11
LOUISIANA	6	5	290	33	1	39	3	29
MAINE	100	203	270	17	9	1	25	12
MARYLAND	265	137	695	418	186	19	69	16
MASSACHUSETTS	135	158	397	104	191	.	105	108
MICHIGAN	20	24	268	437	.	1	0	23
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	2	6	103	34	0	24	1	9
MISSOURI	12	48	148	6	14	6	1	8
MONTANA	38	29	143	4	0	4	3	7
NEBRASKA	4	7	119	11	2	3	0	4
NEVADA	0	15	58	45	0	0	1	4
NEW HAMPSHIRE	34	13	18	40	10	0	13	2
NEW JERSEY	255	338	1,451	840	1,121	104	26	64
NEW MEXICO	17	49	250	0	0	39	.	10
NEW YORK	322	402	1,617	1,656	614	171	215	101
NORTH CAROLINA	9	29	301	63	8	45	0	6
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	108	906	2,984	228	0	1	0	37
OKLAHOMA	17	49	360	47	1	24	5	29
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	6	11	348	97	0	6	1	5
PUERTO RICO	3	20	160	34	9	4	9	227
RHODE ISLAND	1	1	36	1	17	0	2	0
SOUTH CAROLINA	1	39	81	19	0	48	0	1
SOUTH DAKOTA	13	43	58	4	8	20	34	5
TENNESSEE	26	32	512	90	64	53	18	21
TEXAS	95	285	1,361	126	13	11	1	108
UTAH	3	17	294	282	0	3	.	7
VERMONT	22	2	10	0	1	0	4	1
VIRGINIA	14	66	239	40	8	38	8	6
WASHINGTON	162	288	878	22	3	38	1	17
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	4	0	0	0	0	0
GUAM	1	2	15	2	0	0	0	0
NORTHERN MARIANAS	4	3	3	0	0	0	0	1
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	44	65	0	4	9	10	0
U.S. AND OUTLYING AREAS	2,579	4,200	17,477	5,393	2,539	880	652	982
50 STATES, D.C. & P.R.	2,571	4,151	17,388	5,391	2,535	871	642	981

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2.16	4.32	65.62	14.54	0.20	10.22	0.20	2.75
ALASKA	12.57	23.56	62.83	0.00	0.00	0.00	0.00	1.05
ARIZONA	9.51	8.10	63.77	2.83	8.30	3.85	1.42	2.23
ARKANSAS	2.49	11.53	56.70	4.67	9.35	.	12.77	2.49
CALIFORNIA	3.95	9.30	64.44	12.18	6.58	1.75	0.39	1.41
COLORADO	36.41	11.81	40.38	8.33	0.10	1.59	0.30	1.09
CONNECTICUT	14.59	15.56	46.84	13.13	5.67	0.16	2.11	1.94
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.52	6.06	87.88	4.55	0.00	0.00	0.00	0.00
IDAHO	8.46	16.15	70.77	3.08	0.00	0.00	0.77	0.77
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.25	2.92	62.92	10.42	0.00	14.58	5.00	2.92
IOWA	45.26	20.69	6.03	20.26	.	1.72	4.74	1.29
KANSAS	12.30	32.30	40.15	12.89	1.48	0.15	0.00	0.74
KENTUCKY	9.29	15.06	71.19	1.12	0.37	0.93	0.00	2.04
LOUISIANA	1.48	1.23	71.43	8.13	0.25	9.61	0.74	7.14
MAINE	15.70	31.87	42.39	2.67	1.41	0.16	3.92	1.88
MARYLAND	14.68	7.59	38.50	23.16	10.30	1.05	3.82	0.89
MASSACHUSETTS	11.27	13.19	33.14	8.68	15.94	.	8.76	9.02
MICHIGAN	2.59	3.10	34.67	56.53	.	0.13	0.00	2.98
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.12	3.35	57.54	18.99	0.00	13.41	0.56	5.03
MISSOURI	4.94	19.75	60.91	2.47	5.76	2.47	0.41	3.29
MONTANA	16.67	12.72	62.72	1.75	0.00	1.75	1.32	3.07
NEBRASKA	2.67	4.67	79.33	7.33	1.33	2.00	0.00	2.67
NEVADA	0.00	12.20	47.15	36.59	0.00	0.00	0.81	3.25
NEW HAMPSHIRE	26.15	10.00	13.85	30.77	7.69	0.00	10.00	1.54
NEW JERSEY	6.07	8.05	34.56	20.00	26.70	2.48	0.62	1.52
NEW MEXICO	4.66	13.42	68.49	0.00	0.00	10.68	.	2.74
NEW YORK	6.32	7.89	31.72	32.48	12.04	3.35	4.22	1.98
NORTH CAROLINA	1.95	6.29	65.29	13.67	1.74	9.76	0.00	1.30
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	2.53	21.25	69.98	5.35	0.00	0.02	0.00	0.87
OKLAHOMA	3.20	9.21	67.67	8.83	0.19	4.51	0.94	5.45
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	1.27	2.32	73.42	20.46	0.00	1.27	0.21	1.05
PUERTO RICO	0.64	4.29	34.33	7.30	1.93	0.86	1.93	48.71
RHODE ISLAND	1.72	1.72	62.07	1.72	29.31	0.00	3.45	0.00
SOUTH CAROLINA	0.53	20.63	42.86	10.05	0.00	25.40	0.00	0.53
SOUTH DAKOTA	7.03	23.24	31.35	2.16	4.32	10.81	18.38	2.70
TENNESSEE	3.19	3.92	62.75	11.03	7.84	6.50	2.21	2.57
TEXAS	4.75	14.25	68.05	6.30	0.65	0.55	0.05	5.40
UTAH	0.50	2.81	48.51	46.53	0.00	0.50	.	1.16
VERMONT	55.00	5.00	25.00	0.00	2.50	0.00	10.00	2.50
VIRGINIA	3.34	15.75	57.04	9.55	1.91	9.07	1.91	1.43
WASHINGTON	11.50	20.44	62.31	1.56	0.21	2.70	0.07	1.21
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	5.00	10.00	75.00	10.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	36.36	27.27	27.27	0.00	0.00	0.00	0.00	9.09
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2.22	32.59	48.15	0.00	2.96	6.67	7.41	0.00
U.S. AND OUTLYING AREAS	7.43	12.10	50.36	15.54	7.32	2.54	1.88	2.83
50 STATES, D.C. & P.R.	7.45	12.02	50.36	15.61	7.34	2.52	1.86	2.84

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	177	93	52	16	2	130	0	0
ALASKA	20	26	24	0	0	0	0	0
ARIZONA	178	189	54	79	0	28	3	0
ARKANSAS	71	66	25	28	.	.	65	2
CALIFORNIA	1.113	641	1,290	12	33	494	11	16
COLORADO	269	43	34	1	0	89	0	0
CONNECTICUT	141	54	26	22	49	0	25	0
DELAWARE	14	70	0	1	0	0	1	0
DISTRICT OF COLUMBIA	2	2	6	0	0	0	0	0
FLORIDA	266	169	366	11	0	261	0	1
GEORGIA	174	114	157	7	0	2	0	0
HAWAII	43	49	16	24	0	4	0	0
IDAHO	49	12	4	0	0	0	0	0
ILLINOIS	208	321	611	34	12	154	8	0
INDIANA	321	82	120	62	0	62	2	2
IOWA	184	84	25	4	.	79	1	1
KANSAS	87	49	67	95	0	0	0	0
KENTUCKY	134	90	34	1	2	130	0	0
LOUISIANA	206	132	212	0	0	136	0	3
MAINE	65	31	9	11	0	6	2	0
MARYLAND	232	50	85	13	1	149	0	0
MASSACHUSETTS	234	56	157	23	168	.	49	3
MICHIGAN	511	251	315	21	.	73	0	1
MINNESOTA	383	115	29	50	2	107	0	0
MISSISSIPPI	33	107	77	4	0	68	0	0
MISSOURI	156	130	138	8	13	39	4	0
MONTANA	45	15	10	0	0	31	0	0
NEBRASKA	150	47	37	9	0	10	0	0
NEVADA	35	24	36	1	0	0	0	0
NEW HAMPSHIRE	21	4	6	48	1	0	11	0
NEW JERSEY	130	54	222	32	29	106	3	2
NEW MEXICO	70	33	41	1	0	50	.	1
NEW YORK	656	249	464	223	331	101	48	11
NORTH CAROLINA	414	164	118	8	0	227	0	2
NORTH DAKOTA	31	9	2	0	0	0	0	0
OHIO	424	279	232	54	0	90	0	2
OKLAHOMA	101	56	78	11	2	84	0	0
OREGON	326	53	54	1	8	53	0	3
PENNSYLVANIA	695	197	224	2	116	0	95	0
PUERTO RICO	21	148	149	8	43	1	0	0
RHODE ISLAND	13	8	5	44	2	0	0	0
SOUTH CAROLINA	154	141	58	13	0	60	1	1
SOUTH DAKOTA	24	10	5	9	0	19	1	0
TENNESSEE	227	94	206	21	3	68	0	4
TEXAS	270	720	922	16	0	49	0	10
UTAH	94	86	24	1	0	182	.	0
VERMONT	39	2	1	0	0	0	19	0
VIRGINIA	208	150	112	0	2	78	1	0
WASHINGTON	455	331	161	1	7	8	2	1
WEST VIRGINIA	40	86	22	12	1	41	0	1
WISCONSIN	239	55	155	21	0	64	1	2
WYOMING	32	24	12	0	0	2	0	0
AMERICAN SAMOA	0	2	5	0	0	0	0	0
GUAM	4	5	6	0	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
PALAU	2	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	10	1	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,204	6,073	7,302	1,063	827	3,335	353	69
50 STATES, D.C. & P.R.	10,185	6,065	7,289	1.063	827	3,335	353	69

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

HEARING IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	37.66	19.79	11.06	3.40	0.43	27.66	0.00	0.00
ALASKA	28.57	37.14	34.29	0.00	0.00	0.00	0.00	0.00
ARIZONA	33.52	35.59	10.17	14.88	0.00	5.27	0.56	0.00
ARKANSAS	27.63	25.68	9.73	10.89	.	.	25.29	0.78
CALIFORNIA	30.83	17.76	35.73	0.33	0.91	13.68	0.30	0.44
COLORADO	61.70	9.86	7.80	0.23	0.00	20.41	0.00	0.00
CONNECTICUT	44.48	17.03	8.20	6.94	15.46	0.00	7.89	0.00
DELAWARE	16.28	81.40	0.00	1.16	0.00	0.00	1.16	0.00
DISTRICT OF COLUMBIA	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	24.77	15.74	34.08	1.02	0.00	24.30	0.00	0.09
GEORGIA	38.33	25.11	34.58	1.54	0.00	0.44	0.00	0.00
HAWAII	31.62	36.03	11.76	17.65	0.00	2.94	0.00	0.00
IDAHO	75.38	18.46	6.15	0.00	0.00	0.00	0.00	0.00
ILLINOIS	15.43	23.81	45.33	2.52	0.89	11.42	0.59	0.00
INDIANA	49.31	12.60	18.43	9.52	0.00	9.52	0.31	0.31
IOWA	48.68	22.22	6.61	1.06	.	20.90	0.26	0.26
KANSAS	29.19	16.44	22.48	31.88	0.00	0.00	0.00	0.00
KENTUCKY	34.27	23.02	8.70	0.26	0.51	33.25	0.00	0.00
LOUISIANA	29.90	19.16	30.77	0.00	0.00	19.74	0.00	0.44
MAINE	52.42	25.00	7.26	8.87	0.00	4.84	1.61	0.00
MARYLAND	43.77	9.43	16.04	2.45	0.19	28.11	0.00	0.00
MASSACHUSETTS	33.91	8.12	22.75	3.33	24.35	.	7.10	0.43
MICHIGAN	43.60	21.42	26.88	1.79	.	6.23	0.00	0.09
MINNESOTA	55.83	16.76	4.23	7.29	0.29	15.60	0.00	0.00
MISSISSIPPI	11.42	37.02	26.64	1.38	0.00	23.53	0.00	0.00
MISSOURI	31.97	26.64	28.28	1.64	2.66	7.99	0.82	0.00
MONTANA	44.55	14.85	9.90	0.00	0.00	30.69	0.00	0.00
NEBRASKA	59.29	18.58	14.62	3.56	0.00	3.95	0.00	0.00
NEVADA	36.46	25.00	37.50	1.04	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	23.08	4.40	6.59	52.75	1.10	0.00	12.09	0.00
NEW JERSEY	22.49	9.34	38.41	5.54	5.02	18.34	0.52	0.35
NEW MEXICO	35.71	16.84	20.92	0.51	0.00	25.51	.	0.51
NEW YORK	31.49	11.95	22.28	10.71	15.89	4.85	2.30	0.53
NORTH CAROLINA	44.37	17.58	12.65	0.86	0.00	24.33	0.00	0.21
NORTH DAKOTA	73.81	21.43	4.76	0.00	0.00	0.00	0.00	0.00
OHIO	39.22	25.81	21.46	5.00	0.00	8.33	0.00	0.19
OKLAHOMA	30.42	16.87	23.49	3.31	0.60	25.30	0.00	0.00
OREGON	65.46	10.64	10.84	0.20	1.61	10.64	0.00	0.60
PENNSYLVANIA	52.29	14.82	16.85	0.15	8.73	0.00	7.15	0.00
PUERTO RICO	5.68	40.00	40.27	2.16	11.62	0.27	0.00	0.00
RHODE ISLAND	18.06	11.11	6.94	61.11	2.78	0.00	0.00	0.00
SOUTH CAROLINA	35.98	32.94	13.55	3.04	0.00	14.02	0.23	0.23
SOUTH DAKOTA	35.29	14.71	7.35	13.24	0.00	27.94	1.47	0.00
TENNESSEE	36.44	15.09	33.07	3.37	0.48	10.91	0.00	0.64
TEXAS	13.59	36.24	46.40	0.81	0.00	2.47	0.00	0.50
UTAH	24.29	22.22	6.20	0.26	0.00	47.03	.	0.00
VERMONT	63.93	3.28	1.64	0.00	0.00	0.00	31.15	0.00
VIRGINIA	37.75	27.22	20.33	0.00	0.36	14.16	0.18	0.00
WASHINGTON	47.10	34.27	16.67	0.10	0.72	0.83	0.21	0.10
WEST VIRGINIA	19.70	42.36	10.84	5.91	0.49	20.20	0.00	0.49
WISCONSIN	44.51	10.24	28.86	3.91	0.00	11.92	0.19	0.37
WYOMING	45.71	34.29	17.14	0.00	0.00	2.86	0.00	0.00
AMERICAN SAMOA	0.00	28.57	71.43	0.00	0.00	0.00	0.00	0.00
GUAM	26.67	33.33	40.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	83.33	8.33	8.33	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	34.91	20.78	24.98	3.64	2.83	11.41	1.21	0.24
50 STATES, D.C. & P.R.	34.90	20.78	24.97	3.64	2.83	11.43	1.21	0.24

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October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	81	43	47	1	0	0	0	2
ALASKA	11	10	4	0	0	0	0	0
ARIZONA	110	55	87	0	3	0	0	3
ARKANSAS	26	18	8	.	1	.	0	0
CALIFORNIA	1,117	452	1,767	325	26	0	1	58
COLORADO	601	128	42	8	0	0	3	14
CONNECTICUT	54	9	15	4	1	0	1	3
DELAWARE	19	64	11	11	1	1	0	35
DISTRICT OF COLUMBIA	3	0	11	23	0	0	0	0
FLORIDA	517	238	805	78	56	1	1	110
GEORGIA	111	91	87	0	0	0	0	2
HAWAII	31	16	25	0	0	0	0	0
IDAHO	42	10	5	0	0	0	0	0
ILLINOIS	183	183	348	161	4	18	1	79
INDIANA	211	19	64	0	0	0	0	2
IOWA	266	121	37	3	.	1	1	13
KANSAS	91	27	34	0	3	2	0	1
KENTUCKY	94	49	42	0	0	0	0	5
LOUISIANA	123	121	201	2	0	5	0	5
MAINE	29	12	4	0	0	0	0	0
MARYLAND	74	28	50	2	0	0	1	0
MASSACHUSETTS	262	33	73	3	43	.	4	28
MICHIGAN	1,442	827	584	52	.	1	0	34
MINNESOTA	332	166	26	3	2	0	0	7
MISSISSIPPI	61	182	243	16	2	2	3	92
MISSOURI	78	107	93	3	5	0	0	3
MONTANA	21	10	1	0	0	0	0	4
NEBRASKA	107	38	23	5	0	0	1	7
NEVADA	42	22	14	2	0	0	0	4
NEW HAMPSHIRE	26	18	12	3	0	0	0	0
NEW JERSEY	77	21	85	9	28	29	1	1
NEW MEXICO	57	42	61	0	0	0	.	3
NEW YORK	367	125	158	34	49	7	0	18
NORTH CAROLINA	189	93	81	4	0	0	0	7
NORTH DAKOTA	19	5	5	0	1	0	4	0
OHIO	401	264	236	22	0	0	0	37
OKLAHOMA	71	17	29	0	0	0	0	1
OREGON	179	72	50	2	0	3	0	10
PENNSYLVANIA	62	44	248	58	33	0	7	5
PUERTO RICO	60	103	21	12	46	0	0	7
RHODE ISLAND	14	17	14	0	2	0	0	0
SOUTH CAROLINA	70	107	104	10	0	0	0	6
SOUTH DAKOTA	29	12	5	1	0	0	2	0
TENNESSEE	143	84	114	57	2	0	2	72
TEXAS	285	678	750	22	2	1	0	159
UTAH	20	16	16	0	0	.	.	9
VERMONT	28	3	0	0	0	0	0	0
VIRGINIA	83	68	81	2	2	0	1	4
WASHINGTON	177	119	80	0	1	0	0	14
WEST VIRGINIA	35	29	23	0	0	0	2	3
WISCONSIN	216	77	126	2	0	0	0	10
WYOMING	26	18	11	0	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	10	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	1	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	3	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	8,785	5,114	7,062	940	313	71	36	878
50 STATES, D.C. & P.R.	8,773	5,111	7,061	940	313	71	36	878

Please see data notes for an explanation of individual State differences.

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Table AB5

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ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	46.55	24.71	27.01	0.57	0.00	0.00	0.00	1.15
ALASKA	44.00	40.00	16.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	42.64	21.32	33.72	0.00	1.16	0.00	0.00	1.16
ARKANSAS	49.06	33.96	15.09	.	1.89	.	0.00	0.00
CALIFORNIA	29.82	12.07	47.17	8.68	0.69	0.00	0.03	1.55
COLORADO	75.50	16.08	5.28	1.01	0.00	0.00	0.38	1.76
CONNECTICUT	62.07	10.34	17.24	4.60	1.15	0.00	1.15	3.45
DELAWARE	13.38	45.07	7.75	7.75	0.70	0.70	0.00	24.65
DISTRICT OF COLUMBIA	8.11	0.00	29.73	62.16	0.00	0.00	0.00	0.00
FLORIDA	28.63	13.18	44.57	4.32	3.10	0.06	0.06	6.09
GEORGIA	38.14	31.27	29.90	0.00	0.00	0.00	0.00	0.69
HAWAII	43.06	22.22	34.72	0.00	0.00	0.00	0.00	0.00
IDAHO	73.68	17.54	8.77	0.00	0.00	0.00	0.00	0.00
ILLINOIS	18.73	18.73	35.62	16.48	0.41	1.84	0.10	8.09
INDIANA	71.28	6.42	21.62	0.00	0.00	0.00	0.00	0.68
IOWA	60.18	27.38	8.37	0.68	.	0.23	0.23	2.94
KANSAS	57.59	17.09	21.52	0.00	1.90	1.27	0.00	0.63
KENTUCKY	49.47	25.79	22.11	0.00	0.00	0.00	0.00	2.63
LOUISIANA	26.91	26.48	43.98	0.44	0.00	1.09	0.00	1.09
MAINE	64.44	26.67	8.89	0.00	0.00	0.00	0.00	0.00
MARYLAND	47.74	18.06	32.26	1.29	0.00	0.00	0.65	0.00
MASSACHUSETTS	58.74	7.40	16.37	0.67	9.64	.	0.90	6.28
MICHIGAN	49.05	28.13	19.86	1.77	.	0.03	0.00	1.16
MINNESOTA	61.94	30.97	4.85	0.56	0.37	0.00	0.00	1.31
MISSISSIPPI	10.15	30.28	40.43	2.66	0.33	0.33	0.50	15.31
MISSOURI	26.99	37.02	32.18	1.04	1.73	0.00	0.00	1.04
MONTANA	58.33	27.78	2.78	0.00	0.00	0.00	0.00	11.11
NEBRASKA	59.12	20.99	12.71	2.76	0.00	0.00	0.55	3.87
NEVADA	50.00	26.19	16.67	2.38	0.00	0.00	0.00	4.76
NEW HAMPSHIRE	44.07	30.51	20.34	5.08	0.00	0.00	0.00	0.00
NEW JERSEY	30.68	8.37	33.86	3.59	11.16	11.55	0.40	0.40
NEW MEXICO	34.97	25.77	37.42	0.00	0.00	0.00	.	1.84
NEW YORK	48.42	16.49	20.84	4.49	6.46	0.92	0.00	2.37
NORTH CAROLINA	50.53	24.87	21.66	1.07	0.00	0.00	0.00	1.87
NORTH DAKOTA	55.88	14.71	14.71	0.00	2.94	0.00	11.76	0.00
OHIO	41.77	27.50	24.58	2.29	0.00	0.00	0.00	3.85
OKLAHOMA	60.17	14.41	24.58	0.00	0.00	0.00	0.00	0.85
OREGON	56.65	22.78	15.82	0.63	0.00	0.95	0.00	3.16
PENNSYLVANIA	13.57	9.63	54.27	12.69	7.22	0.00	1.53	1.09
PUERTO RICO	24.10	41.37	8.43	4.82	18.47	0.00	0.00	2.81
RHODE ISLAND	29.79	36.17	29.79	0.00	4.26	0.00	0.00	0.00
SOUTH CAROLINA	23.57	36.03	35.02	3.37	0.00	0.00	0.00	2.02
SOUTH DAKOTA	59.18	24.49	10.20	2.04	0.00	0.00	4.08	0.00
TENNESSEE	30.17	17.72	24.05	12.03	0.42	0.00	0.42	15.19
TEXAS	15.02	35.74	39.54	1.16	0.11	0.05	0.00	8.38
UTAH	32.79	26.23	26.23	0.00	0.00	.	.	14.75
VERMONT	90.32	9.68	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	34.44	28.22	33.61	0.83	0.83	0.00	0.41	1.66
WASHINGTON	45.27	30.43	20.46	0.00	0.26	0.00	0.00	3.58
WEST VIRGINIA	38.04	31.52	25.00	0.00	0.00	0.00	2.17	3.26
WISCONSIN	50.12	17.87	29.23	0.46	0.00	0.00	0.00	2.32
WYOMING	46.43	32.14	19.64	0.00	0.00	0.00	0.00	1.79
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	37.87	22.04	30.44	4.05	1.35	0.31	0.16	3.78
50 STATES, D.C. & P.R.	37.84	22.05	30.46	4.05	1.35	0.31	0.16	3.79

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	243	165	85	9	1	0	0	18
ALASKA	55	37	22	0	0	0	0	0
ARIZONA	80	103	23	1	0	0	0	16
ARKANSAS	271	316	81	4	13	.	4	13
CALIFORNIA	2,689	661	693	46	84	0	3	111
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	622	158	67	4	23	0	18	20
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	1	38	0	0	0	0
FLORIDA	24	19	15	2	18	0	0	908
GEORGIA	335	393	216	2	0	0	0	9
HAWAII	50	36	41	0	0	0	2	3
IDAHO	129	61	15	1	1	0	1	17
ILLINOIS	119	319	194	65	4	1	1	677
INDIANA	209	45	89	1	0	0	2	19
IOWA	0	0	0	0	.	2	0	0
KANSAS	288	238	90	6	3	23	0	16
KENTUCKY	141	123	25	9	0	0	0	54
LOUISIANA	561	415	556	7	1	6	0	28
MAINE	171	133	25	2	1	0	2	10
MARYLAND	445	140	182	17	17	1	8	20
MASSACHUSETTS	147	62	53	8	29	.	13	433
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	808	320	54	14	2	2	2	12
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	383	195	100	2	4	0	2	23
MONTANA	127	75	25	0	0	0	0	24
NEBRASKA	205	133	77	4	0	0	0	24
NEVADA	68	53	31	7	0	0	0	2
NEW HAMPSHIRE	361	128	99	11	14	1	15	3
NEW JERSEY	169	65	39	10	5	1	0	73
NEW MEXICO	76	93	111	1	0	0	.	6
NEW YORK	1,688	584	612	92	39	5	11	52
NORTH CAROLINA	983	617	308	10	0	6	0	35
NORTH DAKOTA	61	11	3	0	0	0	1	1
OHIO	422	58	19	12	0	0	0	1,039
OKLAHOMA	115	86	34	0	0	0	0	7
OREGON	464	170	75	14	14	2	18	26
PENNSYLVANIA	55	32	6	0	0	0	0	1
PUERTO RICO	30	148	30	3	1	2	0	79
RHODE ISLAND	120	54	30	0	9	0	5	94
SOUTH CAROLINA	43	166	15	0	0	6	0	6
SOUTH DAKOTA	43	15	3	0	1	0	0	0
TENNESSEE	1,035	586	240	22	12	2	12	503
TEXAS	1,182	3,342	1,726	17	3	1	1	1,471
UTAH	79	90	73	4	0	.	.	9
VERMONT	138	6	5	1	4	0	0	3
VIRGINIA	560	365	181	3	4	7	2	11
WASHINGTON	2,246	1,993	858	22	14	6	0	34
WEST VIRGINIA	41	127	13	0	1	0	0	0
WISCONSIN	212	127	66	1	0	3	0	16
WYOMING	87	68	28	1	2	7	2	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	9	1	5	0	0	0	0	0
NORTHERN MARIANAS	2	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	10	8	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	18,402	13,141	7,340	473	324	84	125	5,928
50 STATES, D.C. & P.R.	18,381	13,131	7,334	473	324	84	125	5,928

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

BEST COPY AVAILABLE

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	46.64	31.67	16.31	1.73	0.19	0.00	0.00	3.45
ALASKA	48.25	32.46	19.30	0.00	0.00	0.00	0.00	0.00
ARIZONA	35.87	46.19	10.31	0.45	0.00	0.00	0.00	7.17
ARKANSAS	38.60	45.01	11.54	0.57	1.85	.	0.57	1.85
CALIFORNIA	62.72	15.42	16.17	1.07	1.96	0.00	0.07	2.59
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	68.20	17.32	7.35	0.44	2.52	0.00	1.97	2.19
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	2.50	0.00	2.50	95.00	0.00	0.00	0.00	0.00
FLORIDA	2.43	1.93	1.52	0.20	1.83	0.00	0.00	92.09
GEORGIA	35.08	41.15	22.62	0.21	0.00	0.00	0.00	0.94
HAWAII	37.88	27.27	31.06	0.00	0.00	0.00	1.52	2.27
IDAHO	57.33	27.11	6.67	0.44	0.44	0.00	0.44	7.56
ILLINOIS	8.62	23.12	14.06	4.71	0.29	0.07	0.07	49.06
INDIANA	57.26	12.33	24.38	0.27	0.00	0.00	0.55	5.21
IOWA	0.00	0.00	0.00	0.00	.	100.00	0.00	0.00
KANSAS	43.37	35.84	13.55	0.90	0.45	3.46	0.00	2.41
KENTUCKY	40.06	34.94	7.10	2.56	0.00	0.00	0.00	15.34
LOUISIANA	35.64	26.37	35.32	0.44	0.06	0.38	0.00	1.78
MAINE	49.71	38.66	7.27	0.58	0.29	0.00	0.58	2.91
MARYLAND	53.61	16.87	21.93	2.05	2.05	0.12	0.96	2.41
MASSACHUSETTS	19.73	8.32	7.11	1.07	3.89	.	1.74	58.12
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	66.56	26.36	4.45	1.15	0.16	0.16	0.16	0.99
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	54.02	27.50	14.10	0.28	0.56	0.00	0.28	3.24
MONTANA	50.60	29.88	9.96	0.00	0.00	0.00	0.00	9.56
NEBRASKA	46.28	30.02	17.38	0.90	0.00	0.00	0.00	5.42
NEVADA	42.24	32.92	19.25	4.35	0.00	0.00	0.00	1.24
NEW HAMPSHIRE	57.12	20.25	15.66	1.74	2.22	0.16	2.37	0.47
NEW JERSEY	46.69	17.96	10.77	2.76	1.38	0.28	0.00	20.17
NEW MEXICO	26.48	32.40	38.68	0.35	0.00	0.00	.	2.09
NEW YORK	54.75	18.94	19.85	2.98	1.27	0.16	0.36	1.69
NORTH CAROLINA	50.18	31.50	15.72	0.51	0.00	0.31	0.00	1.79
NORTH DAKOTA	79.22	14.29	3.90	0.00	0.00	0.00	1.30	1.30
OHIO	27.23	3.74	1.23	0.77	0.00	0.00	0.00	67.03
OKLAHOMA	47.52	35.54	14.05	0.00	0.00	0.00	0.00	2.89
OREGON	59.26	21.71	9.58	1.79	1.79	0.26	2.30	3.32
PENNSYLVANIA	58.51	34.04	6.38	0.00	0.00	0.00	0.00	1.06
PUERTO RICO	10.24	50.51	10.24	1.02	0.34	0.68	0.00	26.96
RHODE ISLAND	38.46	17.31	9.62	0.00	2.88	0.00	1.60	30.13
SOUTH CAROLINA	18.22	70.34	6.36	0.00	0.00	2.54	0.00	2.54
SOUTH DAKOTA	69.35	24.19	4.84	0.00	1.61	0.00	0.00	0.00
TENNESSEE	42.91	24.30	9.95	0.91	0.50	0.08	0.50	20.85
TEXAS	15.27	43.16	22.29	0.22	0.04	0.01	0.01	19.00
UTAH	30.98	35.29	28.63	1.57	0.00	.	.	3.53
VERMONT	87.90	3.82	3.18	0.64	2.55	0.00	0.00	1.91
VIRGINIA	49.43	32.22	15.98	0.26	0.35	0.62	0.18	0.97
WASHINGTON	43.42	38.53	16.59	0.43	0.27	0.12	0.00	0.66
WEST VIRGINIA	22.53	69.78	7.14	0.00	0.55	0.00	0.00	0.00
WISCONSIN	49.88	29.88	15.53	0.24	0.00	0.71	0.00	3.76
WYOMING	44.16	34.52	14.21	0.51	1.02	3.55	1.02	1.02
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	60.00	6.67	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	55.56	44.44	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	40.16	28.68	16.02	1.03	0.71	0.18	0.27	12.94
50 STATES, D.C. & P.R.	40.15	28.68	16.02	1.03	0.71	0.18	0.27	12.95

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	95	31	8	22	0	49	0	1
ALASKA	8	4	2	0	0	0	0	0
ARIZONA	78	81	14	0	0	28	1	0
ARKANSAS	15	18	4	.	0	.	46	1
CALIFORNIA	566	281	514	23	14	58	1	8
COLORADO	108	17	3	0	1	20	0	0
CONNECTICUT	115	21	46	19	8	1	3	0
DELAWARE	16	9	1	0	0	0	0	2
DISTRICT OF COLUMBIA	0	0	6	0	0	0	3	0
FLORIDA	212	68	59	9	0	112	0	2
GEORGIA	120	35	8	3	0	1	0	1
HAWAII	27	8	7	1	0	0	0	1
IDAHO	21	10	2	0	0	0	0	0
ILLINOIS	155	217	101	6	2	44	0	1
INDIANA	212	11	9	46	0	45	0	1
IOWA	38	17	5	1	.	28	0	0
KANSAS	71	11	4	7	0	204	0	0
KENTUCKY	136	31	4	0	0	57	0	4
LOUISIANA	90	47	60	0	0	177	0	5
MAINE	37	14	2	0	0	0	1	0
MARYLAND	73	19	20	9	0	59	0	0
MASSACHUSETTS	163	53	39	3	17	.	13	3
MICHIGAN	235	81	48	7	.	6	0	2
MINNESOTA	115	30	7	3	0	22	0	0
MISSISSIPPI	15	33	35	0	0	31	0	2
MISSOURI	46	71	22	36	5	4	0	1
MONTANA	16	8	4	0	0	10	0	0
NEBRASKA	73	19	6	1	0	4	0	0
NEVADA	29	6	2	1	0	0	0	0
NEW HAMPSHIRE	8	3	3	44	0	0	1	0
NEW JERSEY	128	18	11	3	11	0	0	0
NEW MEXICO	26	11	9	0	0	25	.	0
NEW YORK	320	79	129	32	83	1	3	2
NORTH CAROLINA	166	37	21	1	0	40	0	2
NORTH DAKOTA	26	0	3	0	0	0	0	0
OHIO	270	84	46	9	0	64	0	3
OKLAHOMA	57	18	20	3	1	33	0	0
OREGON	101	14	16	1	4	14	1	2
PENNSYLVANIA	403	47	44	4	58	0	32	0
PUERTO RICO	16	170	18	5	2	37	1	2
RHODE ISLAND	15	5	8	0	0	0	1	0
SOUTH CAROLINA	77	64	21	3	0	10	0	1
SOUTH DAKOTA	15	5	1	0	0	9	0	0
TENNESSEE	253	75	37	3	0	50	0	3
TEXAS	215	447	202	8	2	17	0	7
UTAH	39	23	22	0	0	75	.	0
VERMONT	15	2	0	0	0	0	0	0
VIRGINIA	161	52	5	0	2	26	0	0
WASHINGTON	70	34	16	0	0	54	0	0
WEST VIRGINIA	22	32	5	8	0	22	0	0
WISCONSIN	112	19	21	9	0	18	0	0
WYOMING	18	7	2	0	0	1	0	0
AMERICAN SAMOA	0	1	2	0	0	0	0	0
GUAM	7	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	1	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,426	2,501	1,705	330	210	1,456	107	57
50 STATES, D.C. & P.R.	5,418	2,497	1,702	330	210	1,456	107	57

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October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	46.12	15.05	3.88	10.68	0.00	23.79	0.00	0.49
ALASKA	57.14	28.57	14.29	0.00	0.00	0.00	0.00	0.00
ARIZONA	38.61	40.10	6.93	0.00	0.00	13.86	0.50	0.00
ARKANSAS	17.86	21.43	4.76	.	0.00	.	54.76	1.19
CALIFORNIA	38.63	19.18	35.09	1.57	0.96	3.96	0.07	0.55
COLORADO	72.48	11.41	2.01	0.00	0.67	13.42	0.00	0.00
CONNECTICUT	53.99	9.86	21.60	8.92	3.76	0.47	1.41	0.00
DELAWARE	57.14	32.14	3.57	0.00	0.00	0.00	0.00	7.14
DISTRICT OF COLUMBIA	0.00	0.00	66.67	0.00	0.00	0.00	33.33	0.00
FLORIDA	45.89	14.72	12.77	1.95	0.00	24.24	0.00	0.43
GEORGIA	71.43	20.83	4.76	1.79	0.00	0.60	0.00	0.60
HAWAII	61.36	18.18	15.91	2.27	0.00	0.00	0.00	2.27
IDAHO	63.64	30.30	6.06	0.00	0.00	0.00	0.00	0.00
ILLINOIS	29.47	41.25	19.20	1.14	0.38	8.37	0.00	0.19
INDIANA	65.43	3.40	2.78	14.20	0.00	13.89	0.00	0.31
IOWA	42.70	19.10	5.62	1.12	.	31.46	0.00	0.00
KANSAS	23.91	3.70	1.35	2.36	0.00	68.69	0.00	0.00
KENTUCKY	58.62	13.36	1.72	0.00	0.00	24.57	0.00	1.72
LOUISIANA	23.75	12.40	15.83	0.00	0.00	46.70	0.00	1.32
MAINE	68.52	25.93	3.70	0.00	0.00	0.00	1.85	0.00
MARYLAND	40.56	10.56	11.11	5.00	0.00	32.78	0.00	0.00
MASSACHUSETTS	56.01	18.21	13.40	1.03	5.84	.	4.47	1.03
MICHIGAN	62.01	21.37	12.66	1.85	.	1.58	0.00	0.53
MINNESOTA	64.97	16.95	3.95	1.69	0.00	12.43	0.00	0.00
MISSISSIPPI	12.93	28.45	30.17	0.00	0.00	26.72	0.00	1.72
MISSOURI	24.86	38.38	11.89	19.46	2.70	2.16	0.00	0.54
MONTANA	42.11	21.05	10.53	0.00	0.00	26.32	0.00	0.00
NEBRASKA	70.87	18.45	5.83	0.97	0.00	3.88	0.00	0.00
NEVADA	76.32	15.79	5.26	2.63	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	13.56	5.08	5.08	74.58	0.00	0.00	1.69	0.00
NEW JERSEY	74.85	10.53	6.43	1.75	6.43	0.00	0.00	0.00
NEW MEXICO	36.62	15.49	12.68	0.00	0.00	35.21	.	0.00
NEW YORK	49.31	12.17	19.88	4.93	12.79	0.15	0.46	0.31
NORTH CAROLINA	62.17	13.86	7.87	0.37	0.00	14.98	0.00	0.75
NORTH DAKOTA	89.66	0.00	10.34	0.00	0.00	0.00	0.00	0.00
OHIO	56.72	17.65	9.66	1.89	0.00	13.45	0.00	0.63
OKLAHOMA	43.18	13.64	15.15	2.27	0.76	25.00	0.00	0.00
OREGON	66.01	9.15	10.46	0.65	2.61	9.15	0.65	1.31
PENNSYLVANIA	68.54	7.99	7.48	0.68	9.86	0.00	5.44	0.00
PUERTO RICO	6.37	67.73	7.17	1.99	0.80	14.74	0.40	0.80
RHODE ISLAND	51.72	17.24	27.59	0.00	0.00	0.00	3.45	0.00
SOUTH CAROLINA	43.75	36.36	11.93	1.70	0.00	5.68	0.00	0.57
SOUTH DAKOTA	50.00	16.67	3.33	0.00	0.00	30.00	0.00	0.00
TENNESSEE	60.10	17.81	8.79	0.71	0.00	11.88	0.00	0.71
TEXAS	23.94	49.78	22.49	0.89	0.22	1.89	0.00	0.78
UTAH	24.53	14.47	13.84	0.00	0.00	47.17	.	0.00
VERMONT	88.24	11.76	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	65.45	21.14	2.03	0.00	0.81	10.57	0.00	0.00
WASHINGTON	40.23	19.54	9.20	0.00	0.00	31.03	0.00	0.00
WEST VIRGINIA	24.72	35.96	5.62	8.99	0.00	24.72	0.00	0.00
WISCONSIN	62.57	10.61	11.73	5.03	0.00	10.06	0.00	0.00
WYOMING	64.29	25.00	7.14	0.00	0.00	3.57	0.00	0.00
AMERICAN SAMOA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	46.01	21.21	14.46	2.80	1.78	12.35	0.91	0.48
50 STATES, D.C. & P.R.	46.00	21.20	14.45	2.80	1.78	12.36	0.91	0.48

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2	4	21	11	0	0	15	0
ALASKA	2	3	1	0	0	0	0	0
ARIZONA	7	2	47	6	20	0	0	0
ARKANSAS	3	2	24	0	2	.	0	0
CALIFORNIA	28	59	418	78	104	0	3	6
COLORADO	8	2	9	0	0	0	1	0
CONNECTICUT	8	4	22	16	12	0	4	0
DELAWARE	0	28	5	7	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	4	0	0	0
FLORIDA	9	10	216	92	7	0	0	3
GEORGIA	3	4	104	8	0	0	0	0
HAWAII	1	3	17	0	0	0	0	2
IDAHO	5	7	14	2	0	0	0	0
ILLINOIS	2	13	130	26	67	0	9	2
INDIANA	55	8	160	15	0	4	4	3
IOWA	61	28	8	2	.	0	0	0
KANSAS	4	7	41	1	4	0	0	0
KENTUCKY	4	6	19	0	0	0	0	0
LOUISIANA	2	3	145	7	0	7	0	2
MAINE	5	4	11	0	3	0	1	0
MARYLAND	5	3	44	13	9	0	7	0
MASSACHUSETTS	12	3	106	26	86	.	79	3
MICHIGAN	60	67	209	141	.	2	0	1
MINNESOTA	27	35	63	20	0	2	3	1
MISSISSIPPI	0	0	17	3	0	1	0	0
MISSOURI	37	27	109	1	5	0	6	0
MONTANA	4	2	7	0	0	0	0	0
NEBRASKA	2	3	15	0	0	0	1	0
NEVADA	0	2	18	3	1	0	0	0
NEW HAMPSHIRE	0	2	0	1	0	0	0	0
NEW JERSEY	0	0	21	49	106	27	5	4
NEW MEXICO	2	1	14	0	0	0	.	0
NEW YORK	29	31	90	370	69	10	40	1
NORTH CAROLINA	17	12	254	41	3	0	0	1
NORTH DAKOTA	2	1	2	0	2	1	2	0
OHIO	7	8	23	2	0	0	0	1
OKLAHOMA	0	5	27	0	0	0	0	1
OREGON	82	39	118	5	4	3	1	3
PENNSYLVANIA	20	20	141	46	6	0	5	0
PUERTO RICO	0	5	79	10	3	0	0	9
RHODE ISLAND	0	2	0	0	6	0	2	1
SOUTH CAROLINA	1	4	32	7	0	0	1	0
SOUTH DAKOTA	3	3	4	0	0	1	5	0
TENNESSEE	7	16	92	19	5	1	0	1
TEXAS	24	71	498	46	7	1	2	4
UTAH	4	6	28	15	0	4	.	0
VERMONT	4	1	0	0	0	0	0	0
VIRGINIA	4	12	143	25	9	6	15	2
WASHINGTON	4	7	13	0	0	0	0	0
WEST VIRGINIA	4	14	23	1	0	0	0	0
WISCONSIN	6	28	62	3	0	0	1	0
WYOMING	1	3	3	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	1	0	0
U.S. AND OUTLYING AREAS	577	630	3,668	1,118	544	73	213	51
50 STATES, D.C. & P.R.	577	630	3,667	1,118	544	72	212	51

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3.77	7.55	39.62	20.75	0.00	0.00	28.30	0.00
ALASKA	33.33	50.00	16.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	8.54	2.44	57.32	7.32	24.39	0.00	0.00	0.00
ARKANSAS	9.68	6.45	77.42	0.00	6.45	.	0.00	0.00
CALIFORNIA	4.02	8.48	60.06	11.21	14.94	0.00	0.43	0.86
COLORADO	40.00	10.00	45.00	0.00	0.00	0.00	5.00	0.00
CONNECTICUT	12.12	6.06	33.33	24.24	18.18	0.00	6.06	0.00
DELAWARE	0.00	70.00	12.50	17.50	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	2.67	2.97	64.09	27.30	2.08	0.00	0.00	0.89
GEORGIA	2.52	3.36	87.39	6.72	0.00	0.00	0.00	0.00
HAWAII	4.35	13.04	73.91	0.00	0.00	0.00	0.00	8.70
IDAHO	17.86	25.00	50.00	7.14	0.00	0.00	0.00	0.00
ILLINOIS	0.80	5.22	52.21	10.44	26.91	0.00	3.61	0.80
INDIANA	22.09	3.21	64.26	6.02	0.00	1.61	1.61	1.20
IOWA	61.62	28.28	8.08	2.02	.	0.00	0.00	0.00
KANSAS	7.02	12.28	71.93	1.75	7.02	0.00	0.00	0.00
KENTUCKY	13.79	20.69	65.52	0.00	0.00	0.00	0.00	0.00
LOUISIANA	1.20	1.81	87.35	4.22	0.00	4.22	0.00	1.20
MAINE	20.83	16.67	45.83	0.00	12.50	0.00	4.17	0.00
MARYLAND	6.17	3.70	54.32	16.05	11.11	0.00	8.64	0.00
MASSACHUSETTS	3.81	0.95	33.65	8.25	27.30	.	25.08	0.95
MICHIGAN	12.50	13.96	43.54	29.38	.	0.42	0.00	0.21
MINNESOTA	17.88	23.18	41.72	13.25	0.00	1.32	1.99	0.66
MISSISSIPPI	0.00	0.00	80.95	14.29	0.00	4.76	0.00	0.00
MISSOURI	20.00	14.59	58.92	0.54	2.70	0.00	3.24	0.00
MONTANA	30.77	15.38	53.85	0.00	0.00	0.00	0.00	0.00
NEBRASKA	9.52	14.29	71.43	0.00	0.00	0.00	4.76	0.00
NEVADA	0.00	8.33	75.00	12.50	4.17	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	66.67	0.00	33.33	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	9.91	23.11	50.00	12.74	2.36	1.89
NEW MEXICO	11.76	5.88	82.35	0.00	0.00	0.00	.	0.00
NEW YORK	4.53	4.84	14.06	57.81	10.78	1.56	6.25	0.16
NORTH CAROLINA	5.18	3.66	77.44	12.50	0.91	0.00	0.00	0.30
NORTH DAKOTA	20.00	10.00	20.00	0.00	20.00	10.00	20.00	0.00
OHIO	17.07	19.51	56.10	4.88	0.00	0.00	0.00	2.44
OKLAHOMA	0.00	15.15	81.82	0.00	0.00	0.00	0.00	3.03
OREGON	32.16	15.29	46.27	1.96	1.57	1.18	0.39	1.18
PENNSYLVANIA	8.40	8.40	59.24	19.33	2.52	0.00	2.10	0.00
PUERTO RICO	0.00	4.72	74.53	9.43	2.83	0.00	0.00	8.49
RHODE ISLAND	0.00	18.18	0.00	0.00	54.55	0.00	18.18	9.09
SOUTH CAROLINA	2.22	8.89	71.11	15.56	0.00	0.00	2.22	0.00
SOUTH DAKOTA	18.75	18.75	25.00	0.00	0.00	6.25	31.25	0.00
TENNESSEE	4.96	11.35	65.25	13.48	3.55	0.71	0.00	0.71
TEXAS	3.68	10.87	76.26	7.04	1.07	0.15	0.31	0.61
UTAH	7.02	10.53	49.12	26.32	0.00	7.02	.	0.00
VERMONT	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	1.85	5.56	66.20	11.57	4.17	2.78	6.94	0.93
WASHINGTON	16.67	29.17	54.17	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	9.52	33.33	54.76	2.38	0.00	0.00	0.00	0.00
WISCONSIN	6.00	28.00	62.00	3.00	0.00	0.00	1.00	0.00
WYOMING	11.11	33.33	33.33	0.00	0.00	22.22	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.39	9.16	53.36	16.26	7.91	1.06	3.10	0.74
50 STATES, D.C. & P.R.	8.40	9.17	53.37	16.27	7.92	1.05	3.09	0.74

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	 RESOURCE ROOM	 SEPAR CLASS	 PUBLIC SEPAR FACIL	 PRIVATE SEPAR FACIL	 PUBLIC RESID FACIL	 PRIVATE RESID FACIL	 HOME HOSP ENVIR
ALABAMA	0	0	3	0	0	1	0	0
ALASKA	1	0	10	0	0	0	0	0
ARIZONA	3	1	7	18	0	0	0	0
ARKANSAS	.	.	0	2	0	.	1	0
CALIFORNIA	7	10	29	5	5	5	0	3
COLORADO	9	2	9	8	0	0	0	0
CONNECTICUT	1	0	1	1	1	0	1	1
DELAWARE	1	11	2	5	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	6	0	0	0	0
FLORIDA	0	0	3	3	0	0	1	0
GEORGIA	1	0	1	0	0	0	0	0
HAWAII	0	0	2	0	0	0	0	0
IDAHO	1	0	0	0	0	0	.	0
ILLINOIS	0	3	7	0	0	5	0	0
INDIANA	3	0	22	9	0	1	3	1
IOWA	0	0	0	9	.	1	0	0
KANSAS	0	0	6	0	0	23	0	2
KENTUCKY	1	2	2	0	0	1	0	1
LOUISIANA	0	0	4	0	0	4	0	0
MAINE	2	2	0	0	1	0	2	0
MARYLAND	3	1	1	0	0	14	0	0
MASSACHUSETTS	.	.	6	2	10	.	7	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	2	3	0	1	2	0	0
MISSISSIPPI	0	0	2	1	0	2	0	0
MISSOURI	0	1	22	2	1	0	0	0
MONTANA	1	1	3	0	0	1	0	0
NEBRASKA	0	1	1	0	0	0	0	0
NEVADA	2	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	1	0
NEW JERSEY	0	1	3	3	3	0	0	0
NEW MEXICO	0	0	1	0	0	1		0
NEW YORK	1	0	2	0	0	0	1	0
NORTH CAROLINA	0	0	1	0	0	8	0	0
NORTH DAKOTA	1	0	0	5	0	19	0	0
OHIO	0	0	0	5	0	0	0	0
OKLAHOMA	3	2	8	3	0	0	0	2
OREGON	2	1	3	0	0	1	0	0
PENNSYLVANIA	2	1	3	0	0	0	0	0
PUERTO RICO	0	1	3	15	0	3	0	2
RHODE ISLAND	0	0	0	0	1	0	1	0
SOUTH CAROLINA	0	0	10	4	0	6	0	0
SOUTH DAKOTA	0	0	0	0	0	1	0	0
TENNESSEE	0	0	0	0	0	2	0	0
TEXAS	0	7	23	1	0	6	0	1
UTAH	1	0	6	5	0	13	.	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	3	4	5	1	0	0	0	0
WEST VIRGINIA	0	0	0	2	0	6	0	0
WISCONSIN	0	1	3	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	1	0	0	1	0	0
U.S. AND OUTLYING AREAS	51	55	221	117	23	128	18	13
50 STATES, D.C. & P.R.	50	55	219	117	23	127	18	13

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	75.00	0.00	0.00	25.00	0.00	0.00
ALASKA	9.09	0.00	90.91	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.34	3.45	24.14	62.07	0.00	0.00	0.00	0.00
ARKANSAS	.	.	0.00	66.67	0.00	.	33.33	0.00
CALIFORNIA	10.94	15.63	45.31	7.81	7.81	7.81	0.00	4.69
COLORADO	32.14	7.14	32.14	28.57	0.00	0.00	0.00	0.00
CONNECTICUT	16.67	0.00	16.67	16.67	16.67	0.00	16.67	16.67
DELAWARE	5.26	57.89	10.53	26.32	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	42.86	42.86	0.00	0.00	14.29	0.00
GEORGIA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	.	0.00
ILLINOIS	0.00	20.00	46.67	0.00	0.00	33.33	0.00	0.00
INDIANA	7.69	0.00	56.41	23.08	0.00	2.56	7.69	2.56
IOWA	0.00	0.00	0.00	90.00	.	10.00	0.00	0.00
KANSAS	0.00	0.00	19.35	0.00	0.00	74.19	0.00	6.45
KENTUCKY	14.29	28.57	28.57	0.00	0.00	14.29	0.00	14.29
LOUISIANA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
MAINE	28.57	28.57	0.00	0.00	14.29	0.00	28.57	0.00
MARYLAND	15.79	5.26	5.26	0.00	0.00	73.68	0.00	0.00
MASSACHUSETTS	.	.	24.00	8.00	40.00	.	28.00	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	11.11	22.22	33.33	0.00	11.11	22.22	0.00	0.00
MISSISSIPPI	0.00	0.00	40.00	20.00	0.00	40.00	0.00	0.00
MISSOURI	0.00	3.85	84.62	7.69	3.85	0.00	0.00	0.00
MONTANA	16.67	16.67	50.00	0.00	0.00	16.67	0.00	0.00
NEBRASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NEVADA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
NEW JERSEY	0.00	10.00	30.00	30.00	30.00	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	50.00	0.00	0.00	50.00	.	0.00
NEW YORK	25.00	0.00	50.00	0.00	0.00	0.00	25.00	0.00
NORTH CAROLINA	0.00	0.00	11.11	0.00	0.00	88.89	0.00	0.00
NORTH DAKOTA	4.00	0.00	0.00	20.00	0.00	76.00	0.00	0.00
OHIO	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
OKLAHOMA	16.67	11.11	44.44	16.67	0.00	0.00	0.00	11.11
OREGON	28.57	14.29	42.86	0.00	0.00	14.29	0.00	0.00
PENNSYLVANIA	33.33	16.67	50.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	4.17	12.50	62.50	0.00	12.50	0.00	8.33
RHODE ISLAND	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00
SOUTH CAROLINA	0.00	0.00	50.00	20.00	0.00	30.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TEXAS	0.00	18.42	60.53	2.63	0.00	15.79	0.00	2.63
UTAH	4.00	0.00	24.00	20.00	0.00	52.00	.	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	23.08	30.77	38.46	7.69	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00
WISCONSIN	0.00	20.00	60.00	0.00	0.00	20.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.15	8.79	35.30	18.69	3.67	20.45	2.88	2.08
50 STATES, D.C. & P.R.	8.04	8.84	35.21	18.81	3.70	20.42	2.89	2.09

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	27	28	9	1	0	0	0	2
ALASKA	8	6	7	0	0	0	0	0
ARIZONA	7	3	3	0	0	0	0	1
ARKANSAS	5	14	8	1	0	.	12	2
CALIFORNIA	62	66	110	1	12	0	0	11
COLORADO	32	9	9	1	0	0	0	5
CONNECTICUT	13	6	6	1	1	0	0	0
DELAWARE	0	1	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	12	10	14	0	0	0	0	1
GEORGIA	11	29	22	2	0	0	0	3
HAWAII	0	0	0	0	0	0	1	0
IDAHO	25	16	13	0	0	0	0	2
ILLINOIS	9	45	52	18	3	1	0	1
INDIANA	63	14	39	1	0	0	2	5
IOWA	32	14	4	1	.	0	0	2
KANSAS	24	28	41	14	0	0	0	1
KENTUCKY	15	21	12	0	0	0	1	2
LOUISIANA	7	11	29	1	0	0	0	3
MAINE	13	9	7	1	0	0	0	3
MARYLAND	24	6	24	3	2	0	1	2
MASSACHUSETTS	20	14	38	14	31	.	12	15
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	29	14	14	3	0	1	0	0
MISSISSIPPI	4	5	8	1	0	0	0	2
MISSOURI	25	22	30	1	1	0	0	1
MONTANA	12	7	4	0	0	0	0	1
NEBRASKA	22	15	5	1	1	0	1	1
NEVADA	2	4	3	3	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	5	6	0	2	0	1	1
NEW MEXICO	12	8	27	0	0	0	.	3
NEW YORK	80	33	60	11	4	0	6	10
NORTH CAROLINA	25	16	22	3	0	1	0	3
NORTH DAKOTA	8	2	0	0	0	0	1	0
OHIO	48	10	4	0	0	0	0	3
OKLAHOMA	19	22	10	2	0	0	0	3
OREGON	31	31	13	0	1	0	0	6
PENNSYLVANIA	42	82	121	7	327	0	37	3
PUERTO RICO	2	2	3	1	0	0	0	9
RHODE ISLAND	4	4	2	0	3	0	0	0
SOUTH CAROLINA	0	19	6	0	0	0	0	1
SOUTH DAKOTA	3	6	2	0	0	1	0	0
TENNESSEE	30	25	25	0	1	0	2	5
TEXAS	19	38	34	2	0	0	0	7
UTAH	23	35	45	2	0	.	.	0
VERMONT	7	2	2	0	1	0	0	1
VIRGINIA	23	29	28	0	0	0	0	4
WASHINGTON	20	12	5	0	3	0	0	0
WEST VIRGINIA	7	18	4	0	0	0	1	1
WISCONSIN	13	32	25	1	0	0	0	2
WYOMING	9	13	7	0	1	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	932	863	962	100	394	6	78	129
50 STATES, D.C. & P.R.	930	861	962	100	394	6	78	129

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.30	41.79	13.43	1.49	0.00	0.00	0.00	2.99
ALASKA	38.10	28.57	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	50.00	21.43	21.43	0.00	0.00	0.00	0.00	7.14
ARKANSAS	11.90	33.33	19.05	2.38	0.00	.	28.57	4.76
CALIFORNIA	23.66	25.19	41.98	0.38	4.58	0.00	0.00	4.20
COLORADO	57.14	16.07	16.07	1.79	0.00	0.00	0.00	8.93
CONNECTICUT	48.15	22.22	22.22	3.70	3.70	0.00	0.00	0.00
DELAWARE	0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	32.43	27.03	37.84	0.00	0.00	0.00	0.00	2.70
GEORGIA	16.42	43.28	32.84	2.99	0.00	0.00	0.00	4.48
HAWAII	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
IDAHO	44.64	28.57	23.21	0.00	0.00	0.00	0.00	3.57
ILLINOIS	6.98	34.88	40.31	13.95	2.33	0.78	0.00	0.78
INDIANA	50.81	11.29	31.45	0.81	0.00	0.00	1.61	4.03
IOWA	60.38	26.42	7.55	1.89	.	0.00	0.00	3.77
KANSAS	22.22	25.93	37.96	12.96	0.00	0.00	0.00	0.93
KENTUCKY	29.41	41.18	23.53	0.00	0.00	0.00	1.96	3.92
LOUISIANA	13.73	21.57	56.86	1.96	0.00	0.00	0.00	5.88
MAINE	39.39	27.27	21.21	3.03	0.00	0.00	0.00	9.09
MARYLAND	38.71	9.68	38.71	4.84	3.23	0.00	1.61	3.23
MASSACHUSETTS	13.89	9.72	26.39	9.72	21.53	.	8.33	10.42
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	47.54	22.95	22.95	4.92	0.00	1.64	0.00	0.00
MISSISSIPPI	20.00	25.00	40.00	5.00	0.00	0.00	0.00	10.00
MISSOURI	31.25	27.50	37.50	1.25	1.25	0.00	0.00	1.25
MONTANA	50.00	29.17	16.67	0.00	0.00	0.00	0.00	4.17
NEBRASKA	47.83	32.61	10.87	2.17	2.17	0.00	2.17	2.17
NEVADA	15.38	30.77	23.08	23.08	0.00	0.00	0.00	7.69
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	11.76	29.41	35.29	0.00	11.76	0.00	5.88	5.88
NEW MEXICO	24.00	16.00	54.00	0.00	0.00	0.00	.	6.00
NEW YORK	39.22	16.18	29.41	5.39	1.96	0.00	2.94	4.90
NORTH CAROLINA	35.71	22.86	31.43	4.29	0.00	1.43	0.00	4.29
NORTH DAKOTA	72.73	18.18	0.00	0.00	0.00	0.00	9.09	0.00
OHIO	73.85	15.38	6.15	0.00	0.00	0.00	0.00	4.62
OKLAHOMA	33.93	39.29	17.86	3.57	0.00	0.00	0.00	5.36
OREGON	37.80	37.80	15.85	0.00	1.22	0.00	0.00	7.32
PENNSYLVANIA	6.79	13.25	19.55	1.13	52.83	0.00	5.98	0.48
PUERTO RICO	11.76	11.76	17.65	5.88	0.00	0.00	0.00	52.94
RHODE ISLAND	30.77	30.77	15.38	0.00	23.08	0.00	0.00	0.00
SOUTH CAROLINA	0.00	73.08	23.08	0.00	0.00	0.00	0.00	3.85
SOUTH DAKOTA	25.00	50.00	16.67	0.00	0.00	8.33	0.00	0.00
TENNESSEE	34.09	28.41	28.41	0.00	1.14	0.00	2.27	5.68
TEXAS	19.00	38.00	34.00	2.00	0.00	0.00	0.00	7.00
UTAH	21.90	33.33	42.86	1.90	0.00	.	.	0.00
VERMONT	53.85	15.38	15.38	0.00	7.69	0.00	0.00	7.69
VIRGINIA	27.38	34.52	33.33	0.00	0.00	0.00	0.00	4.76
WASHINGTON	50.00	30.00	12.50	0.00	7.50	0.00	0.00	0.00
WEST VIRGINIA	22.58	58.06	12.90	0.00	0.00	0.00	3.23	3.23
WISCONSIN	17.81	43.84	34.25	1.37	0.00	0.00	0.00	2.74
WYOMING	28.13	40.63	21.88	0.00	3.13	6.25	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	26.91	24.91	27.77	2.89	11.37	0.17	2.25	3.72
50 STATES, D.C. & P.R.	26.88	24.88	27.80	2.89	11.39	0.17	2.25	3.73

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,125	2,712	959	173	16	91	13	44
ALASKA	256	187	191	1	0	0	3	0
ARIZONA	472	964	1,162	92	76	24	3	30
ARKANSAS	685	1,078	324	5	34	.	90	21
CALIFORNIA	5,697	5,174	7,088	1,215	732	163	732	450
COLORADO	1,445	533	450	159	8	119	12	22
CONNECTICUT	1,471	700	844	166	174	2	55	22
DELAWARE	177	333	36	49	0	0	5	6
DISTRICT OF COLUMBIA	82	131	104	103	67	0	9	1
FLORIDA	2,474	1,946	3,951	1,066	41	86	0	149
GEORGIA	945	1,361	1,820	86	2	2	8	6
HAWAII	133	149	260	1	0	0	1	10
IDAHO	273	189	201	5	11	2	4	6
ILLINOIS	523	3,665	3,472	1,159	738	290	124	120
INDIANA	2,455	1,012	1,606	790	0	49	22	25
IOWA	1,718	785	238	140	.	103	12	7
KANSAS	616	611	561	80	29	68	0	16
KENTUCKY	635	1,561	752	68	14	81	1	31
LOUISIANA	1,140	626	2,168	105	14	267	3	51
MAINE	514	519	209	16	21	3	18	9
MARYLAND	1,187	678	944	503	157	96	89	16
MASSACHUSETTS	3,546	1,136	1,624	360	818	.	319	157
MICHIGAN	2,531	2,389	2,283	1,500	.	60	2	36
MINNESOTA	1,118	836	640	802	13	48	11	14
MISSISSIPPI	305	1,371	848	34	0	88	9	39
MISSOURI	1,603	1,517	1,263	358	39	75	14	13
MONTANA	280	240	162	8	1	9	0	4
NEBRASKA	528	377	427	52	13	24	6	11
NEVADA	219	326	196	114	0	0	3	8
NEW HAMPSHIRE	623	215	172	26	45	2	26	23
NEW JERSEY	1,992	1,446	2,401	617	1,001	509	48	121
NEW MEXICO	298	520	759	2	0	54	.	20
NEW YORK	7,167	2,067	7,508	3,589	816	186	380	432
NORTH CAROLINA	1,357	1,405	1,122	275	12	117	3	30
NORTH DAKOTA	360	115	124	4	1	5	10	8
OHIO	4,851	3,086	2,752	265	0	203	0	221
OKLAHOMA	1,268	1,146	546	62	2	41	3	31
OREGON	1,184	521	490	52	33	29	7	29
PENNSYLVANIA	2,793	3,592	2,782	627	405	54	126	51
PUERTO RICO	142	870	1,334	516	153	37	17	290
RHODE ISLAND	306	221	248	20	85	0	31	19
SOUTH CAROLINA	353	1,270	1,071	211	0	72	3	17
SOUTH DAKOTA	257	155	58	10	42	28	70	0
TENNESSEE	1,851	1,967	1,554	190	120	107	60	162
TEXAS	2,016	5,288	9,984	464	49	269	7	325
UTAH	304	274	525	465	0	146	.	14
VERMONT	320	40	82	10	13	1	19	12
VIRGINIA	1,602	1,952	1,599	110	58	251	55	41
WASHINGTON	1,496	1,397	1,226	61	7	41	0	55
WEST VIRGINIA	238	1,379	477	40	0	37	1	16
WISCONSIN	1,159	1,799	1,392	151	3	42	1	23
WYOMING	165	177	82	5	0	23	6	2
AMERICAN SAMOA	2	6	9	0	0	0	0	0
GUAM	27	53	22	5	0	0	0	0
NORTHERN MARIANAS	16	8	1	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	60	235	77	7	1	15	4	0
U.S. AND OUTLYING AREAS	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266
50 STATES, D.C. & P.R.	66,255	64,008	73,071	16,982	5,863	4,004	2,441	3,266

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	21.92	52.83	18.68	3.37	0.31	1.77	0.25	0.86
ALASKA	40.13	29.31	29.94	0.16	0.00	0.00	0.47	0.00
ARIZONA	16.72	34.15	41.16	3.26	2.69	0.85	0.11	1.06
ARKANSAS	30.62	48.19	14.48	0.22	1.52	.	4.02	0.94
CALIFORNIA	26.81	24.35	33.35	5.72	3.44	0.77	3.44	2.12
COLORADO	52.58	19.40	16.38	5.79	0.29	4.33	0.44	0.80
CONNECTICUT	42.84	20.38	24.58	4.83	5.07	0.06	1.60	0.64
DELAWARE	29.21	54.95	5.94	8.09	0.00	0.00	0.83	0.99
DISTRICT OF COLUMBIA	16.50	26.36	20.93	20.72	13.48	0.00	1.81	0.20
FLORIDA	25.47	20.04	40.68	10.97	0.42	0.89	0.00	1.53
GEORGIA	22.34	32.17	43.03	2.03	0.05	0.05	0.19	0.14
HAWAII	24.01	26.90	46.93	0.18	0.00	0.00	0.18	1.81
IDAHO	39.51	27.35	29.09	0.72	1.59	0.29	0.58	0.87
ILLINOIS	5.18	36.32	34.41	11.49	7.31	2.87	1.23	1.19
INDIANA	41.20	16.98	26.95	13.26	0.00	0.82	0.37	0.42
IOWA	57.21	26.14	7.93	4.66	.	3.43	0.40	0.23
KANSAS	31.10	30.84	28.32	4.04	1.46	3.43	0.00	0.81
KENTUCKY	20.20	49.67	23.93	2.16	0.45	2.58	0.03	0.99
LOUISIANA	26.06	14.31	49.57	2.40	0.32	6.10	0.07	1.17
MAINE	39.27	39.65	15.97	1.22	1.60	0.23	1.38	0.69
MARYLAND	32.34	18.47	25.72	13.71	4.28	2.62	2.43	0.44
MASSACHUSETTS	44.55	14.27	20.40	4.52	10.28	.	4.01	1.97
MICHIGAN	28.76	27.14	25.94	17.04	.	0.68	0.02	0.41
MINNESOTA	32.11	24.01	18.38	23.03	0.37	1.38	0.32	0.40
MISSISSIPPI	11.32	50.89	31.48	1.26	0.00	3.27	0.33	1.45
MISSOURI	32.83	31.07	25.87	7.33	0.80	1.54	0.29	0.27
MONTANA	39.77	34.09	23.01	1.14	0.14	1.28	0.00	0.57
NEBRASKA	36.72	26.22	29.69	3.62	0.90	1.67	0.42	0.76
NEVADA	25.29	37.64	22.63	13.16	0.00	0.00	0.35	0.92
NEW HAMPSHIRE	55.04	18.99	15.19	2.30	3.98	0.18	2.30	2.03
NEW JERSEY	24.49	17.78	29.51	7.58	12.30	6.26	0.59	1.49
NEW MEXICO	18.03	31.46	45.92	0.12	0.00	3.27	.	1.21
NEW YORK	32.36	9.33	33.90	16.21	3.68	0.84	1.72	1.95
NORTH CAROLINA	31.40	32.52	25.97	6.36	0.28	2.71	0.07	0.69
NORTH DAKOTA	57.42	18.34	19.78	0.64	0.16	0.80	1.59	1.28
OHIO	42.63	27.12	24.19	2.33	0.00	1.78	0.00	1.94
OKLAHOMA	40.92	36.98	17.62	2.00	0.06	1.32	0.10	1.00
OREGON	50.49	22.22	20.90	2.22	1.41	1.24	0.30	1.24
PENNSYLVANIA	26.78	34.44	26.67	6.01	3.88	0.52	1.21	0.49
PUERTO RICO	4.23	25.90	39.71	15.36	4.55	1.10	0.51	8.63
RHODE ISLAND	32.90	23.76	26.67	2.15	9.14	0.00	3.33	2.04
SOUTH CAROLINA	11.78	42.38	35.74	7.04	0.00	2.40	0.10	0.57
SOUTH DAKOTA	41.45	25.00	9.35	1.61	6.77	4.52	11.29	0.00
TENNESSEE	30.79	32.72	25.85	3.16	2.00	1.78	1.00	2.70
TEXAS	10.96	28.74	54.25	2.52	0.27	1.46	0.04	1.77
UTAH	17.59	15.86	30.38	26.91	0.00	8.45	.	0.81
VERMONT	64.39	8.05	16.50	2.01	2.62	0.20	3.82	2.41
VIRGINIA	28.26	34.44	28.21	1.94	1.02	4.43	0.97	0.72
WASHINGTON	34.93	32.62	28.62	1.42	0.16	0.96	0.00	1.28
WEST VIRGINIA	10.88	63.03	21.80	1.83	0.00	1.69	0.05	0.73
WISCONSIN	25.36	39.37	30.46	3.30	0.07	0.92	0.02	0.50
WYOMING	35.87	38.48	17.83	1.09	0.00	5.00	1.30	0.43
AMERICAN SAMOA	11.76	35.29	52.94	0.00	0.00	0.00	0.00	0.00
GUAM	25.23	49.53	20.56	4.67	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	64.00	32.00	4.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	15.04	58.90	19.30	1.75	0.25	3.76	1.00	0.00
U.S. AND OUTLYING AREAS	28.07	27.20	30.95	7.19	2.48	1.70	1.03	1.38
50 STATES, D.C. & P.R.	28.09	27.13	30.98	7.20	2.49	1.70	1.03	1.38

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	871	1,334	90	6	0	0	0	11
ALASKA	220	138	52	1	0	0	2	0
ARIZONA	337	735	405	6	2	0	0	7
ARKANSAS	577	689	65	0	0	.	0	11
CALIFORNIA	4,454	4,053	2,241	25	99	0	99	102
COLORADO	876	385	86	20	0	58	1	6
CONNECTICUT	962	401	166	13	45	0	4	4
DELAWARE	62	194	8	5	0	0	0	0
DISTRICT OF COLUMBIA	74	117	0	0	17	0	0	0
FLORIDA	1,908	1,384	1,438	25	6	7	0	11
GEORGIA	610	550	147	1	0	0	0	1
HAWAII	96	101	66	0	0	0	0	1
IDAHO	216	113	23	0	2	0	0	0
ILLINOIS	307	3,125	1,096	41	22	50	2	3
INDIANA	2,079	714	351	36	0	4	0	9
IOWA	863	394	120	1	.	39	1	1
KANSAS	465	386	92	0	0	8	0	4
KENTUCKY	382	842	50	14	0	4	0	7
LOUISIANA	975	461	747	2	2	22	0	17
MAINE	341	310	12	3	1	0	2	2
MARYLAND	869	483	413	61	22	3	1	8
MASSACHUSETTS	2,431	813	610	60	110	.	33	9
MICHIGAN	1,834	1,597	565	51	.	0	0	5
MINNESOTA	691	363	48	139	1	3	0	0
MISSISSIPPI	275	1,129	375	1	0	0	0	10
MISSOURI	1,296	1,169	300	2	10	0	1	4
MONTANA	227	189	37	1	0	0	0	0
NEBRASKA	367	197	34	0	1	2	1	1
NEVADA	179	260	49	17	0	0	0	4
NEW HAMPSHIRE	454	118	71	0	11	0	9	3
NEW JERSEY	1,592	1,235	1,352	71	181	81	4	42
NEW MEXICO	212	384	287	2	0	8	.	1
NEW YORK	6,054	1,395	4,932	602	61	5	24	58
NORTH CAROLINA	967	706	105	0	0	0	0	4
NORTH DAKOTA	288	32	2	0	0	1	0	1
OHIO	3,722	705	157	11	0	49	0	9
OKLAHOMA	1,095	729	91	5	0	0	1	6
OREGON	732	321	37	19	12	3	0	4
PENNSYLVANIA	2,253	2,321	651	22	0	28	0	7
PUERTO RICO	51	476	202	71	2	5	0	3
RHODE ISLAND	262	164	93	9	13	0	6	1
SOUTH CAROLINA	188	831	217	0	0	0	0	3
SOUTH DAKOTA	216	96	5	1	0	1	0	0
TENNESSEE	1,475	1,315	329	7	9	0	7	33
TEXAS	1,630	4,491	4,595	6	0	0	0	31
UTAH	226	181	150	43	0	22	.	3
VERMONT	163	8	6	1	5	0	3	2
VIRGINIA	1,314	1,203	332	5	11	59	3	7
WASHINGTON	1,008	832	286	4	1	1	0	6
WEST VIRGINIA	204	976	60	0	0	6	0	7
WISCONSIN	777	1,120	192	7	0	0	0	2
WYOMING	126	110	10	0	0	1	0	0
AMERICAN SAMOA	2	5	0	0	0	0	0	0
GUAM	21	49	0	0	0	0	0	0
NORTHERN MARIANAS	13	5	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33	140	22	0	0	0	0	0
U.S. AND OUTLYING AREAS	49,922	42,574	23,870	1,417	646	470	204	471
50 STATES, D.C. & P.R.	49,853	42,375	23,848	1,417	646	470	204	471

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	37.67	57.70	3.89	0.26	0.00	0.00	0.00	0.48
ALASKA	53.27	33.41	12.59	0.24	0.00	0.00	0.48	0.00
ARIZONA	22.59	49.26	27.14	0.40	0.13	0.00	0.00	0.47
ARKANSAS	43.00	51.34	4.84	0.00	0.00	.	0.00	0.82
CALIFORNIA	40.22	36.60	20.24	0.23	0.89	0.00	0.89	0.92
COLORADO	61.17	26.89	6.01	1.40	0.00	4.05	0.07	0.42
CONNECTICUT	60.31	25.14	10.41	0.82	2.82	0.00	0.25	0.25
DELAWARE	23.05	72.12	2.97	1.86	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	35.58	56.25	0.00	0.00	8.17	0.00	0.00	0.00
FLORIDA	39.92	28.96	30.09	0.52	0.13	0.15	0.00	0.23
GEORGIA	46.60	42.02	11.23	0.08	0.00	0.00	0.00	0.08
HAWAII	36.36	38.26	25.00	0.00	0.00	0.00	0.00	0.38
IDAHO	61.02	31.92	6.50	0.00	0.56	0.00	0.00	0.00
ILLINOIS	6.61	67.26	23.59	0.88	0.47	1.08	0.04	0.06
INDIANA	65.11	22.36	10.99	1.13	0.00	0.13	0.00	0.28
IOWA	60.82	27.77	8.46	0.07	.	2.75	0.07	0.07
KANSAS	48.69	40.42	9.63	0.00	0.00	0.84	0.00	0.42
KENTUCKY	29.41	64.82	3.85	1.08	0.00	0.31	0.00	0.54
LOUISIANA	43.80	20.71	33.56	0.09	0.09	0.99	0.00	0.76
MAINE	50.82	46.20	1.79	0.45	0.15	0.00	0.30	0.30
MARYLAND	46.72	25.97	22.20	3.28	1.18	0.16	0.05	0.43
MASSACHUSETTS	59.79	20.00	15.00	1.48	2.71	.	0.81	0.22
MICHIGAN	45.26	39.41	13.94	1.26	.	0.00	0.00	0.12
MINNESOTA	55.50	29.16	3.86	11.16	0.08	0.24	0.00	0.00
MISSISSIPPI	15.36	63.07	20.95	0.06	0.00	0.00	0.00	0.56
MISSOURI	46.59	42.02	10.78	0.07	0.36	0.00	0.04	0.14
MONTANA	50.00	41.63	8.15	0.22	0.00	0.00	0.00	0.00
NEBRASKA	60.86	32.67	5.64	0.00	0.17	0.33	0.17	0.17
NEVADA	35.17	51.08	9.63	3.34	0.00	0.00	0.00	0.79
NEW HAMPSHIRE	68.17	17.72	10.66	0.00	1.65	0.00	1.35	0.45
NEW JERSEY	34.93	27.10	29.66	1.56	3.97	1.78	0.09	0.92
NEW MEXICO	23.71	42.95	32.10	0.22	0.00	0.89	.	0.11
NEW YORK	46.10	10.62	37.56	4.58	0.46	0.04	0.18	0.44
NORTH CAROLINA	54.26	39.62	5.89	0.00	0.00	0.00	0.00	0.22
NORTH DAKOTA	88.89	9.88	0.62	0.00	0.00	0.31	0.00	0.31
OHIO	79.99	15.15	3.37	0.24	0.00	1.05	0.00	0.19
OKLAHOMA	56.82	37.83	4.72	0.26	0.00	0.00	0.05	0.31
OREGON	64.89	28.46	3.28	1.68	1.06	0.27	0.00	0.35
PENNSYLVANIA	42.65	43.94	12.32	0.42	0.00	0.53	0.00	0.13
PUERTO RICO	6.30	58.77	24.94	8.77	0.25	0.62	0.00	0.37
RHODE ISLAND	47.81	29.93	16.97	1.64	2.37	0.00	1.09	0.18
SOUTH CAROLINA	15.17	67.07	17.51	0.00	0.00	0.00	0.00	0.24
SOUTH DAKOTA	67.71	30.09	1.57	0.31	0.00	0.31	0.00	0.00
TENNESSEE	46.46	41.42	10.36	0.22	0.28	0.00	0.22	1.04
TEXAS	15.16	41.77	42.73	0.06	0.00	0.00	0.00	0.29
UTAH	36.16	28.96	24.00	6.88	0.00	3.52	.	0.48
VERMONT	86.70	4.26	3.19	0.53	2.66	0.00	1.60	1.06
VIRGINIA	44.79	41.00	11.32	0.17	0.37	2.01	0.10	0.24
WASHINGTON	47.15	38.91	13.38	0.19	0.05	0.05	0.00	0.28
WEST VIRGINIA	16.28	77.89	4.79	0.00	0.00	0.48	0.00	0.56
WISCONSIN	37.04	53.38	9.15	0.33	0.00	0.00	0.00	0.10
WYOMING	51.01	44.53	4.05	0.00	0.00	0.40	0.00	0.00
AMERICAN SAMOA	28.57	71.43	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	30.00	70.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	72.22	27.78	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	16.92	71.79	11.28	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	41.75	35.60	19.96	1.19	0.54	0.39	0.17	0.39
50 STATES, D.C. & P.R.	41.79	35.52	19.99	1.19	0.54	0.39	0.17	0.39

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October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	22	1	3	0	0	0	0	0
ALASKA	8	1	3	0	0	0	0	0
ARIZONA	14	4	1	0	0	0	0	1
ARKANSAS	9	3	2	.	0	.	0	0
CALIFORNIA	490	137	100	1	3	0	3	1
COLORADO	60	6	2	0	0	0	0	0
CONNECTICUT	41	12	10	0	2	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	200	25	9	1	1	0	0	1
GEORGIA	18	2	0	0	0	0	0	0
HAWAII	2	0	0	0	0	0	0	0
IDAHO	5	2	1	0	0	0	0	0
ILLINOIS	94	9	22	5	0	0	0	1
INDIANA	41	0	0	4	0	0	0	0
IOWA	21	10	3	0	.	0	1	0
KANSAS	13	1	0	0	0	1	0	0
KENTUCKY	11	0	4	0	0	0	0	0
LOUISIANA	41	13	31	0	0	0	0	0
MAINE	44	21	3	0	0	0	0	0
MARYLAND	76	32	51	9	0	0	0	0
MASSACHUSETTS	824	76	127	6	22	.	13	7
MICHIGAN	56	23	5	3	.	0	0	0
MINNESOTA	40	11	1	1	1	0	0	0
MISSISSIPPI	15	14	9	1	0	0	3	0
MISSOURI	43	5	2	0	0	0	0	0
MONTANA	6	1	2	0	0	0	0	0
NEBRASKA	25	8	8	0	1	0	0	0
NEVADA	4	3	1	0	0	0	0	0
NEW HAMPSHIRE	42	19	8	3	1	0	1	1
NEW JERSEY	158	16	33	3	29	1	0	0
NEW MEXICO	44	58	72	0	0	0	.	0
NEW YORK	65	52	89	20	1	1	1	5
NORTH CAROLINA	22	4	1	0	0	0	0	0
NORTH DAKOTA	23	1	0	0	0	0	0	0
OHIO	70	0	0	0	0	2	0	0
OKLAHOMA	12	3	1	0	0	0	0	0
OREGON	69	27	8	3	1	0	0	1
PENNSYLVANIA	57	4	3	0	0	0	0	0
PUERTO RICO	12	16	13	0	3	0	0	0
RHODE ISLAND	7	2	0	0	1	0	0	0
SOUTH CAROLINA	23	3	0	0	0	0	0	0
SOUTH DAKOTA	8	0	0	0	0	0	0	0
TENNESSEE	96	59	36	0	1	0	1	0
TEXAS	58	18	21	0	0	0	0	0
UTAH	8	2	3	1	0	.	.	0
VERMONT	22	5	5	1	0	0	0	0
VIRGINIA	22	25	2	0	0	0	0	2
WASHINGTON	22	2	2	0	0	0	0	0
WEST VIRGINIA	2	9	0	0	0	1	0	0
WISCONSIN	70	4	1	0	0	0	0	0
WYOMING	7	10	5	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	16	31	8	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,158	790	712	62	67	6	23	20
50 STATES, D.C. & P.R.	3,142	759	703	62	67	6	23	20

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SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	84.62	3.85	11.54	0.00	0.00	0.00	0.00	0.00
ALASKA	66.67	8.33	25.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	70.00	20.00	5.00	0.00	0.00	0.00	0.00	5.00
ARKANSAS	64.29	21.43	14.29	.	0.00	.	0.00	0.00
CALIFORNIA	66.67	18.64	13.61	0.14	0.41	0.00	0.41	0.14
COLORADO	88.24	8.82	2.94	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	63.08	18.46	15.38	0.00	3.08	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	84.39	10.55	3.80	0.42	0.42	0.00	0.00	0.42
GEORGIA	90.00	10.00	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	62.50	25.00	12.50	0.00	0.00	0.00	0.00	0.00
ILLINOIS	71.76	6.87	16.79	3.82	0.00	0.00	0.00	0.76
INDIANA	91.11	0.00	0.00	8.89	0.00	0.00	0.00	0.00
IOWA	60.00	28.57	8.57	0.00	.	0.00	2.86	0.00
KANSAS	86.67	6.67	0.00	0.00	0.00	6.67	0.00	0.00
KENTUCKY	73.33	0.00	26.67	0.00	0.00	0.00	0.00	0.00
LOUISIANA	48.24	15.29	36.47	0.00	0.00	0.00	0.00	0.00
MAINE	64.71	30.88	4.41	0.00	0.00	0.00	0.00	0.00
MARYLAND	45.24	19.05	30.36	5.36	0.00	0.00	0.00	0.00
MASSACHUSETTS	76.65	7.07	11.81	0.56	2.05	.	1.21	0.65
MICHIGAN	64.37	26.44	5.75	3.45	.	0.00	0.00	0.00
MINNESOTA	74.07	20.37	1.85	1.85	1.85	0.00	0.00	0.00
MISSISSIPPI	35.71	33.33	21.43	2.38	0.00	0.00	7.14	0.00
MISSOURI	86.00	10.00	4.00	0.00	0.00	0.00	0.00	0.00
MONTANA	66.67	11.11	22.22	0.00	0.00	0.00	0.00	0.00
NEBRASKA	59.52	19.05	19.05	0.00	2.38	0.00	0.00	0.00
NEVADA	50.00	37.50	12.50	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	56.00	25.33	10.67	4.00	1.33	0.00	1.33	1.33
NEW JERSEY	65.83	6.67	13.75	1.25	12.08	0.42	0.00	0.00
NEW MEXICO	25.29	33.33	41.38	0.00	0.00	0.00	.	0.00
NEW YORK	27.78	22.22	38.03	8.55	0.43	0.43	0.43	2.14
NORTH CAROLINA	81.48	14.81	3.70	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	95.83	4.17	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	97.22	0.00	0.00	0.00	0.00	2.78	0.00	0.00
OKLAHOMA	75.00	18.75	6.25	0.00	0.00	0.00	0.00	0.00
OREGON	63.30	24.77	7.34	2.75	0.92	0.00	0.00	0.92
PENNSYLVANIA	89.06	6.25	4.69	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	27.27	36.36	29.55	0.00	6.82	0.00	0.00	0.00
RHODE ISLAND	70.00	20.00	0.00	0.00	10.00	0.00	0.00	0.00
SOUTH CAROLINA	88.46	11.54	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	49.74	30.57	18.65	0.00	0.52	0.00	0.52	0.00
TEXAS	59.79	18.56	21.65	0.00	0.00	0.00	0.00	0.00
UTAH	57.14	14.29	21.43	7.14	0.00	.	.	0.00
VERMONT	66.67	15.15	15.15	3.03	0.00	0.00	0.00	0.00
VIRGINIA	43.14	49.02	3.92	0.00	0.00	0.00	0.00	3.92
WASHINGTON	84.62	7.69	7.69	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	16.67	75.00	0.00	0.00	0.00	8.33	0.00	0.00
WISCONSIN	93.33	5.33	1.33	0.00	0.00	0.00	0.00	0.00
WYOMING	31.82	45.45	22.73	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	29.09	56.36	14.55	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	65.27	16.33	14.72	1.28	1.38	0.12	0.48	0.41
50 STATES, D.C. & P.R.	65.70	15.87	14.70	1.30	1.40	0.13	0.48	0.42

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	127	1,238	721	131	10	14	0	12
ALASKA	6	26	56	0	0	0	0	0
ARIZONA	40	103	482	52	24	0	0	8
ARKANSAS	71	351	217	3	28	.	62	5
CALIFORNIA	102	482	2,815	741	102	0	102	256
COLORADO	160	51	163	2	3	4	0	0
CONNECTICUT	19	103	304	59	35	0	11	3
DELAWARE	7	80	21	27	0	0	4	1
DISTRICT OF COLUMBIA	0	10	65	75	32	0	1	0
FLORIDA	47	229	1,796	858	26	0	0	17
GEORGIA	138	550	1,425	52	2	2	7	1
HAWAII	5	20	108	0	0	0	1	5
IDAHO	26	61	136	4	7	1	0	1
ILLINOIS	13	138	1,659	651	363	21	63	3
INDIANA	120	238	987	525	0	6	4	3
IOWA	518	236	72	95	.	15	2	1
KANSAS	36	102	323	14	24	10	0	2
KENTUCKY	184	625	555	28	10	2	1	16
LOUISIANA	18	62	996	81	10	131	2	15
MAINE	11	59	96	3	8	0	2	2
MARYLAND	57	72	248	199	18	1	9	0
MASSACHUSETTS	111	152	460	29	78	.	41	6
MICHIGAN	133	354	1,200	935	.	4	0	9
MINNESOTA	103	257	507	415	5	9	4	6
MISSISSIPPI	7	193	369	13	0	35	1	10
MISSOURI	122	112	726	326	8	8	3	2
MONTANA	15	25	68	0	0	1	0	0
NEBRASKA	56	107	278	33	7	11	3	0
NEVADA	4	23	101	47	0	0	1	2
NEW HAMPSHIRE	34	33	57	3	11	0	4	4
NEW JERSEY	5	6	439	180	176	54	6	4
NEW MEXICO	2	23	245	0	0	0	.	3
NEW YORK	80	199	1,074	1,536	97	9	33	18
NORTH CAROLINA	134	499	783	213	9	24	1	5
NORTH DAKOTA	23	68	112	1	1	2	4	4
OHIO	689	1,828	863	19	0	79	0	12
OKLAHOMA	103	326	292	18	0	1	0	5
OREGON	118	103	354	14	0	4	2	11
PENNSYLVANIA	181	863	1,598	415	33	1	21	11
PUERTO RICO	58	276	1,001	404	118	24	1	78
RHODE ISLAND	2	14	113	1	37	0	4	0
SOUTH CAROLINA	86	293	712	196	0	21	0	8
SOUTH DAKOTA	16	45	42	5	25	7	36	0
TENNESSEE	87	467	863	91	59	57	15	7
TEXAS	68	155	3,310	255	29	221	1	33
UTAH	20	22	230	194	0	6	.	2
VERMONT	63	18	53	3	7	0	3	1
VIRGINIA	59	476	981	62	13	43	14	6
WASHINGTON	106	239	425	31	2	0	0	1
WEST VIRGINIA	11	291	386	33	0	5	0	4
WISCONSIN	57	285	862	81	0	21	0	4
WYOMING	4	21	50	5	0	18	2	0
AMERICAN SAMOA	0	0	6	0	0	0	0	0
GUAM	2	1	21	2	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	14	13	0	1	9	1	0
U.S. AND OUTLYING AREAS	4,267	12,624	31,839	9,160	1,418	881	472	607
50 STATES, D.C. & P.R.	4,262	12,609	31,799	9,158	1,417	872	471	607

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	5.64	54.95	32.00	5.81	0.44	0.62	0.00	0.53
ALASKA	6.82	29.55	63.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.64	14.53	67.98	7.33	3.39	0.00	0.00	1.13
ARKANSAS	9.63	47.63	29.44	0.41	3.80	.	8.41	0.68
CALIFORNIA	2.22	10.48	61.20	16.11	2.22	0.00	2.22	5.57
COLORADO	41.78	13.32	42.56	0.52	0.78	1.04	0.00	0.00
CONNECTICUT	3.56	19.29	56.93	11.05	6.55	0.00	2.06	0.56
DELAWARE	5.00	57.14	15.00	19.29	0.00	0.00	2.86	0.71
DISTRICT OF COLUMBIA	0.00	5.46	35.52	40.98	17.49	0.00	0.55	0.00
FLORIDA	1.58	7.70	60.41	28.86	0.87	0.00	0.00	0.57
GEORGIA	6.34	25.26	65.46	2.39	0.09	0.09	0.32	0.05
HAWAII	3.60	14.39	77.70	0.00	0.00	0.00	0.72	3.60
IDAHO	11.02	25.85	57.63	1.69	2.97	0.42	0.00	0.42
ILLINOIS	0.45	4.74	56.99	22.36	12.47	0.72	2.16	0.10
INDIANA	6.37	12.64	52.42	27.88	0.00	0.32	0.21	0.16
IOWA	55.17	25.13	7.67	10.12	.	1.60	0.21	0.11
KANSAS	7.05	19.96	63.21	2.74	4.70	1.96	0.00	0.39
KENTUCKY	12.95	43.98	39.06	1.97	0.70	0.14	0.07	1.13
LOUISIANA	1.37	4.71	75.74	6.16	0.76	9.96	0.15	1.14
MAINE	6.08	32.60	53.04	1.66	4.42	0.00	1.10	1.10
MARYLAND	9.44	11.92	41.06	32.95	2.98	0.17	1.49	0.00
MASSACHUSETTS	12.66	17.33	52.45	3.31	8.89	.	4.68	0.68
MICHIGAN	5.05	13.43	45.54	35.48	.	0.15	0.00	0.34
MINNESOTA	7.89	19.68	38.82	31.78	0.38	0.69	0.31	0.46
MISSISSIPPI	1.11	30.73	58.76	2.07	0.00	5.57	0.16	1.59
MISSOURI	9.33	8.57	55.55	24.94	0.61	0.61	0.23	0.15
MONTANA	13.76	22.94	62.39	0.00	0.00	0.92	0.00	0.00
NEBRASKA	11.31	21.62	56.16	6.67	1.41	2.22	0.61	0.00
NEVADA	2.25	12.92	56.74	26.40	0.00	0.00	0.56	1.12
NEW HAMPSHIRE	23.29	22.60	39.04	2.05	7.53	0.00	2.74	2.74
NEW JERSEY	0.57	0.69	50.46	20.69	20.23	6.21	0.69	0.46
NEW MEXICO	0.73	8.42	89.74	0.00	0.00	0.00	.	1.10
NEW YORK	2.63	6.53	35.26	50.43	3.18	0.30	1.08	0.59
NORTH CAROLINA	8.03	29.92	46.94	12.77	0.54	1.44	0.06	0.30
NORTH DAKOTA	10.70	31.63	52.09	0.47	0.47	0.93	1.86	1.86
OHIO	19.74	52.38	24.73	0.54	0.00	2.26	0.00	0.34
OKLAHOMA	13.83	43.76	39.19	2.42	0.00	0.13	0.00	0.67
OREGON	19.47	17.00	58.42	2.31	0.00	0.66	0.33	1.82
PENNSYLVANIA	5.80	27.63	51.17	13.29	1.06	0.03	0.67	0.35
PUERTO RICO	2.96	14.08	51.07	20.61	6.02	1.22	0.05	3.98
RHODE ISLAND	1.17	8.19	66.08	0.58	21.64	0.00	2.34	0.00
SOUTH CAROLINA	6.53	22.26	54.10	14.89	0.00	1.60	0.00	0.61
SOUTH DAKOTA	9.09	25.57	23.86	2.84	14.20	3.98	20.45	0.00
TENNESSEE	5.29	28.37	52.43	5.53	3.58	3.46	0.91	0.43
TEXAS	1.67	3.81	81.29	6.26	0.71	5.43	0.02	0.81
UTAH	4.22	4.64	48.52	40.93	0.00	1.27	.	0.42
VERMONT	42.57	12.16	35.81	2.03	4.73	0.00	2.03	0.68
VIRGINIA	3.57	28.78	59.31	3.75	0.79	2.60	0.85	0.36
WASHINGTON	13.18	29.73	52.86	3.86	0.25	0.00	0.00	0.12
WEST VIRGINIA	1.51	39.86	52.88	4.52	0.00	0.68	0.00	0.55
WISCONSIN	4.35	21.76	65.80	6.18	0.00	1.60	0.00	0.31
WYOMING	4.00	21.00	50.00	5.00	0.00	18.00	2.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	7.69	3.85	80.77	7.69	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2.56	35.90	33.33	0.00	2.56	23.08	2.56	0.00
U.S. AND OUTLYING AREAS	6.96	20.60	51.97	14.95	2.31	1.44	0.77	0.99
50 STATES, D.C. & P.R.	6.96	20.60	51.96	14.97	2.32	1.42	0.77	0.99

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October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	66	83	22	3	1	0	1	12
ALASKA	10	10	16	0	0	0	1	0
ARIZONA	23	51	82	15	10	0	2	4
ARKANSAS	1	3	4	0	0	.	0	0
CALIFORNIA	158	136	311	37	363	0	363	38
COLORADO	161	58	52	86	4	29	10	2
CONNECTICUT	386	140	255	46	56	1	12	12
DELAWARE	106	22	1	8	0	0	1	0
DISTRICT OF COLUMBIA	2	3	32	4	15	0	8	1
FLORIDA	226	219	461	101	6	12	0	18
GEORGIA	131	186	149	26	0	0	0	3
HAWAII	21	22	32	0	0	0	0	4
IDAHO	8	4	3	1	0	0	2	1
ILLINOIS	70	300	480	378	323	127	52	5
INDIANA	125	41	143	41	0	11	7	8
IOWA	229	104	32	16	.	29	5	2
KANSAS	51	81	37	20	3	25	0	3
KENTUCKY	15	45	28	10	0	11	0	2
LOUISIANA	34	23	100	12	1	29	0	7
MAINE	81	64	23	4	7	1	7	2
MARYLAND	69	31	52	46	71	17	28	2
MASSACHUSETTS	93	57	273	224	438	.	78	21
MICHIGAN	277	255	179	109	.	12	2	1
MINNESOTA	205	147	56	180	4	10	6	4
MISSISSIPPI	0	2	7	0	0	0	1	3
MISSOURI	41	140	122	2	11	6	5	3
MONTANA	13	12	17	6	1	0	0	1
NEBRASKA	36	29	37	3	1	0	0	3
NEVADA	12	19	13	7	0	0	0	1
NEW HAMPSHIRE	61	33	17	0	13	2	4	5
NEW JERSEY	155	144	290	109	271	177	3	39
NEW MEXICO	18	20	50	0	0	8	.	2
NEW YORK	661	271	855	605	152	78	113	296
NORTH CAROLINA	82	97	74	13	0	1	1	8
NORTH DAKOTA	15	7	3	0	0	0	3	1
OHIO	97	149	82	104	0	16	0	25
OKLAHOMA	18	51	35	6	1	0	0	2
OREGON	139	27	21	13	16	1	4	6
PENNSYLVANIA	211	335	240	94	161	20	32	26
PUERTO RICO	0	8	14	2	2	0	0	11
RHODE ISLAND	30	24	31	1	19	0	15	3
SOUTH CAROLINA	21	88	62	6	0	0	2	3
SOUTH DAKOTA	4	6	3	2	1	1	4	0
TENNESSEE	49	56	44	1	14	0	19	9
TEXAS	88	297	715	51	2	0	0	42
UTAH	26	29	29	26	0	58	.	3
VERMONT	42	4	9	4	0	1	5	7
VIRGINIA	127	172	127	28	27	72	20	16
WASHINGTON	80	87	52	9	0	0	0	36
WEST VIRGINIA	14	69	14	2	0	6	1	5
WISCONSIN	192	350	244	46	3	7	0	9
WYOMING	16	22	6	0	0	2	3	2
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	2	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	10	23	9	7	0	0	0	0
U.S. AND OUTLYING AREAS	4,808	4,657	6,047	2,514	1,997	770	820	719
50 STATES, D.C. & P.R.	4,796	4,633	6,036	2,507	1,997	770	820	719

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	35.11	44.15	11.70	1.60	0.53	0.00	0.53	6.38
ALASKA	27.03	27.03	43.24	0.00	0.00	0.00	2.70	0.00
ARIZONA	12.30	27.27	43.85	8.02	5.35	0.00	1.07	2.14
ARKANSAS	12.50	37.50	50.00	0.00	0.00	.	0.00	0.00
CALIFORNIA	11.24	9.67	22.12	2.63	25.82	0.00	25.82	2.70
COLORADO	40.05	14.43	12.94	21.39	1.00	7.21	2.49	0.50
CONNECTICUT	42.51	15.42	28.08	5.07	6.17	0.11	1.32	1.32
DELAWARE	76.81	15.94	0.72	5.80	0.00	0.00	0.72	0.00
DISTRICT OF COLUMBIA	3.08	4.62	49.23	6.15	23.08	0.00	12.31	1.54
FLORIDA	21.67	21.00	44.20	9.68	0.58	1.15	0.00	1.73
GEORGIA	26.46	37.58	30.10	5.25	0.00	0.00	0.00	0.61
HAWAII	26.58	27.85	40.51	0.00	0.00	0.00	0.00	5.06
IDAHO	42.11	21.05	15.79	5.26	0.00	0.00	10.53	5.26
ILLINOIS	4.03	17.29	27.67	21.79	18.62	7.32	3.00	0.29
INDIANA	33.24	10.90	38.03	10.90	0.00	2.93	1.86	2.13
IOWA	54.92	24.94	7.67	3.84	.	6.95	1.20	0.48
KANSAS	23.18	36.82	16.82	9.09	1.36	11.36	0.00	1.36
KENTUCKY	13.51	40.54	25.23	9.01	0.00	9.91	0.00	1.80
LOUISIANA	16.50	11.17	48.54	5.83	0.49	14.08	0.00	3.40
MAINE	42.86	33.86	12.17	2.12	3.70	0.53	3.70	1.06
MARYLAND	21.84	9.81	16.46	14.56	22.47	5.38	8.86	0.63
MASSACHUSETTS	7.85	4.81	23.06	18.92	36.99	.	6.59	1.77
MICHIGAN	33.17	30.54	21.44	13.05	.	1.44	0.24	0.12
MINNESOTA	33.30	24.02	9.15	29.41	0.65	1.63	0.98	0.65
MISSISSIPPI	0.00	15.38	53.85	0.00	0.00	0.00	7.69	23.08
MISSOURI	12.42	42.42	36.97	0.61	3.33	1.82	1.52	0.91
MONTANA	26.00	24.00	34.00	12.00	2.00	0.00	0.00	2.00
NEBRASKA	33.03	26.61	33.94	2.75	0.92	0.00	0.00	2.75
NEVADA	23.08	36.54	25.00	13.46	0.00	0.00	0.00	1.92
NEW HAMPSHIRE	45.19	24.44	12.59	0.00	9.63	1.48	2.96	3.70
NEW JERSEY	13.05	12.12	24.41	9.18	22.81	14.90	0.25	3.28
NEW MEXICO	18.37	20.41	51.02	0.00	0.00	8.16	.	2.04
NEW YORK	21.81	8.94	28.21	19.96	5.01	2.57	3.73	9.77
NORTH CAROLINA	29.71	35.14	26.81	4.71	0.00	0.36	0.36	2.90
NORTH DAKOTA	51.72	24.14	10.34	0.00	0.00	0.00	10.34	3.45
OHIO	20.51	31.50	17.34	21.99	0.00	3.38	0.00	5.29
OKLAHOMA	15.93	45.13	30.97	5.31	0.88	0.00	0.00	1.77
OREGON	61.23	11.89	9.25	5.73	7.05	0.44	1.76	2.64
PENNSYLVANIA	18.86	29.94	21.45	8.40	14.39	1.79	2.86	2.32
PUERTO RICO	0.00	21.62	37.84	5.41	5.41	0.00	0.00	29.73
RHODE ISLAND	24.39	19.51	25.20	0.81	15.45	0.00	12.20	2.44
SOUTH CAROLINA	11.54	48.35	34.07	3.30	0.00	0.00	1.10	1.65
SOUTH DAKOTA	19.05	28.57	14.29	9.52	4.76	4.76	19.05	0.00
TENNESSEE	25.52	29.17	22.92	0.52	7.29	0.00	9.90	4.69
TEXAS	7.36	24.85	59.83	4.27	0.17	0.00	0.00	3.51
UTAH	15.20	16.96	16.96	15.20	0.00	33.92	.	1.75
VERMONT	58.33	5.56	12.50	5.56	0.00	1.39	6.94	9.72
VIRGINIA	21.56	29.20	21.56	4.75	4.58	12.22	3.40	2.72
WASHINGTON	30.30	32.95	19.70	3.41	0.00	0.00	0.00	13.64
WEST VIRGINIA	12.61	62.16	12.61	1.80	0.00	5.41	0.90	4.50
WISCONSIN	22.56	41.13	28.67	5.41	0.35	0.82	0.00	1.06
WYOMING	31.37	43.14	11.76	0.00	0.00	3.92	5.88	3.92
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	20.41	46.94	18.37	14.29	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	21.53	20.85	27.08	11.26	8.94	3.45	3.67	3.22
50 STATES, D.C. & P.R.	21.53	20.80	27.09	11.25	8.96	3.46	3.68	3.23

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Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1	9	87	22	5	19	0	3
ALASKA	2	3	48	0	0	0	0	0
ARIZONA	16	3	116	0	26	8	1	3
ARKANSAS	2	6	28	1	5	.	2	4
CALIFORNIA	26	57	449	166	75	12	75	4
COLORADO	91	14	133	49	1	9	1	5
CONNECTICUT	10	16	70	32	14	1	11	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	1	23	0	0	0	0	0
IDAHO	0	0	25	0	1	1	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	50	93	0	4	8	0
IOWA	23	11	3	21	.	0	3	0
KANSAS	8	15	67	20	1	20	0	6
KENTUCKY	8	14	96	15	3	0	0	4
LOUISIANA	1	0	89	5	0	19	1	6
MAINE	7	40	71	6	5	0	5	0
MARYLAND	53	41	148	169	38	12	40	3
MASSACHUSETTS	12	16	70	23	56	.	58	21
MICHIGAN	3	4	111	255	.	3	0	10
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	1	27	13	0	20	1	2
MISSOURI	3	10	33	1	3	1	2	2
MONTANA	6	5	30	1	0	0	0	0
NEBRASKA	2	2	35	10	2	2	2	1
NEVADA	1	6	16	40	0	0	2	0
NEW HAMPSHIRE	4	1	11	12	5	0	6	2
NEW JERSEY	39	32	209	228	281	134	28	23
NEW MEXICO	0	5	46	0	0	18	.	9
NEW YORK	60	54	352	556	302	56	139	34
NORTH CAROLINA	1	5	56	22	2	44	0	6
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	62	285	1,565	112	0	1	0	11
OKLAHOMA	1	12	107	30	1	15	1	14
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2	6	130	38	0	5	0	3
PUERTO RICO	0	6	50	14	4	3	12	152
RHODE ISLAND	0	0	2	0	8	0	1	0
SOUTH CAROLINA	0	0	25	0	0	25	1	0
SOUTH DAKOTA	0	4	7	1	14	6	23	0
TENNESSEE	6	10	139	53	29	14	12	10
TEXAS	33	11	475	89	12	18	1	29
UTAH	1	2	72	172	0	18	.	4
VERMONT	6	2	4	0	0	0	0	1
VIRGINIA	4	14	73	8	3	32	2	3
WASHINGTON	40	43	305	10	2	20	0	4
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	0	2	0	0	0	0
NORTHERN MARIANAS	1	3	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	20	24	0	0	6	2	0
U.S. AND OUTLYING AREAS	535	789	5,479	2,290	898	546	440	382
50 STATES, D.C. & P.R.	534	766	5,453	2,288	898	540	438	382

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.68	6.16	59.59	15.07	3.42	13.01	0.00	2.05
ALASKA	3.77	5.66	90.57	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.25	1.73	67.05	0.00	15.03	4.62	0.58	1.73
ARKANSAS	4.17	12.50	58.33	2.08	10.42	.	4.17	8.33
CALIFORNIA	3.01	6.60	51.97	19.21	8.68	1.39	8.68	0.46
COLORADO	30.03	4.62	43.89	16.17	0.33	2.97	0.33	1.65
CONNECTICUT	6.45	10.32	45.16	20.65	9.03	0.65	7.10	0.65
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	4.17	95.83	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	86.21	0.00	3.45	3.45	0.00	6.90
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	32.26	60.00	0.00	2.58	5.16	0.00
IOWA	37.70	18.03	4.92	34.43	.	0.00	4.92	0.00
KANSAS	5.84	10.95	48.91	14.60	0.73	14.60	0.00	4.38
KENTUCKY	5.71	10.00	68.57	10.71	2.14	0.00	0.00	2.86
LOUISIANA	0.83	0.00	73.55	4.13	0.00	15.70	0.83	4.96
MAINE	5.22	29.85	52.99	4.48	3.73	0.00	3.73	0.00
MARYLAND	10.52	8.13	29.37	33.53	7.54	2.38	7.94	0.60
MASSACHUSETTS	4.69	6.25	27.34	8.98	21.88	.	22.66	8.20
MICHIGAN	0.78	1.04	28.76	66.06	.	0.78	0.00	2.59
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	1.56	42.19	20.31	0.00	31.25	1.56	3.13
MISSOURI	5.45	18.18	60.00	1.82	5.45	1.82	3.64	3.64
MONTANA	14.29	11.90	71.43	2.38	0.00	0.00	0.00	0.00
NEBRASKA	3.57	3.57	62.50	17.86	3.57	3.57	3.57	1.79
NEVADA	1.54	9.23	24.62	61.54	0.00	0.00	3.08	0.00
NEW HAMPSHIRE	9.76	2.44	26.83	29.27	12.20	0.00	14.63	4.88
NEW JERSEY	4.00	3.29	21.46	23.41	28.85	13.76	2.87	2.36
NEW MEXICO	0.00	6.41	58.97	0.00	0.00	23.08	.	11.54
NEW YORK	3.86	3.48	22.67	35.80	19.45	3.61	8.95	2.19
NORTH CAROLINA	0.74	3.68	41.18	16.18	1.47	32.35	0.00	4.41
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	3.05	14.00	76.87	5.50	0.00	0.05	0.00	0.54
OKLAHOMA	0.55	6.63	59.12	16.57	0.55	8.29	0.55	7.73
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	1.09	3.26	70.65	20.65	0.00	2.72	0.00	1.63
PUERTO RICO	0.00	2.49	20.75	5.81	1.66	1.24	4.98	63.07
RHODE ISLAND	0.00	0.00	18.18	0.00	72.73	0.00	9.09	0.00
SOUTH CAROLINA	0.00	0.00	49.02	0.00	0.00	49.02	1.96	0.00
SOUTH DAKOTA	0.00	7.27	12.73	1.82	25.45	10.91	41.82	0.00
TENNESSEE	2.20	3.66	50.92	19.41	10.62	5.13	4.40	3.66
TEXAS	4.94	1.65	71.11	13.32	1.80	2.69	0.15	4.34
UTAH	0.37	0.74	26.77	63.94	0.00	6.69	.	1.49
VERMONT	46.15	15.38	30.77	0.00	0.00	0.00	0.00	7.69
VIRGINIA	2.88	10.07	52.52	5.76	2.16	23.02	1.44	2.16
WASHINGTON	9.43	10.14	71.93	2.36	0.47	4.72	0.00	0.94
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	38.46	46.15	0.00	0.00	11.54	3.85	0.00
U.S. AND OUTLYING AREAS	4.71	6.95	48.23	20.16	7.91	4.81	3.87	3.36
50 STATES, D.C. & P.R.	4.73	6.78	48.26	20.25	7.95	4.78	3.88	3.38

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	-NUMBER-							
ALABAMA	10	17	4	2	0	37	0	0
ALASKA	1	0	7	0	0	0	0	0
ARIZONA	19	34	7	11	0	10	0	0
ARKANSAS	7	9	0	1	.	.	10	0
CALIFORNIA	90	68	190	15	10	124	10	0
COLORADO	23	4	1	0	0	10	0	0
CONNECTICUT	12	7	4	4	15	0	8	0
DELAWARE	0	8	0	1	0	0	0	0
DISTRICT OF COLUMBIA	2	0	0	0	0	0	0	0
FLORIDA	32	38	45	3	0	52	0	0
GEORGIA	17	15	11	4	0	0	0	0
HAWAII	1	2	4	0	0	0	0	0
IDAHO	3	0	1	0	0	0	0	0
ILLINOIS	11	27	73	2	1	45	3	1
INDIANA	18	6	13	18	0	10	0	0
IOWA	21	9	3	0	.	8	0	0
KANSAS	3	5	7	19	0	0	0	0
KENTUCKY	10	16	0	0	1	42	0	0
LOUISIANA	18	13	26	0	0	36	0	0
MAINE	8	8	0	0	0	2	0	0
MARYLAND	22	7	6	3	0	34	0	0
MASSACHUSETTS	21	6	28	5	50	.	27	1
MICHIGAN	51	48	37	5	.	26	0	1
MINNESOTA	17	13	1	16	1	7	0	1
MISSISSIPPI	2	8	3	1	0	20	1	0
MISSOURI	22	18	19	14	2	49	1	0
MONTANA	1	2	0	0	0	7	0	0
NEBRASKA	11	9	6	2	0	4	0	0
NEVADA	7	6	2	0	0	0	0	0
NEW HAMPSHIRE	1	1	2	7	1	0	1	0
NEW JERSEY	9	2	57	4	4	34	1	0
NEW MEXICO	7	5	7	0	0	11	.	0
NEW YORK	68	24	107	70	111	27	41	0
NORTH CAROLINA	30	15	6	2	0	27	0	1
NORTH DAKOTA	2	2	2	0	0	0	0	0
OHIO	45	34	27	8	0	36	0	0
OKLAHOMA	11	12	9	1	0	19	0	0
OREGON	28	6	5	0	1	13	0	1
PENNSYLVANIA	52	28	20	3	28	0	24	0
PUERTO RICO	5	34	15	3	13	0	0	0
RHODE ISLAND	2	11	2	9	0	0	0	0
SOUTH CARQLINA	17	17	7	2	0	12	0	0
SOUTH DAKOTA	7	0	0	1	0	5	1	0
TENNESSEE	30	8	42	3	0	25	0	1
TEXAS	31	62	133	8	0	8	0	0
UTAH	9	7	1	1	0	30	.	0
VERMONT	5	1	1	0	0	0	7	0
VIRGINIA	16	18	12	0	0	26	1	2
WASHINGTON	28	32	31	1	0	0	0	1
WEST VIRGINIA	3	14	3	1	0	8	0	0
WISCONSIN	17	5	10	3	0	9	0	2
WYOMING	3	3	2	0	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	886	745	999	253	238	813	136	12
50 STATES, D.C. & P.R.	886	744	999	253	238	813	136	12

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	14.29	24.29	5.71	2.86	0.00	52.86	0.00	0.00
ALASKA	12.50	0.00	87.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	23.46	41.98	8.64	13.58	0.00	12.35	0.00	0.00
ARKANSAS	25.93	33.33	0.00	3.70	.	.	37.04	0.00
CALIFORNIA	17.75	13.41	37.48	2.96	1.97	24.46	1.97	0.00
COLORADO	60.53	10.53	2.63	0.00	0.00	26.32	0.00	0.00
CONNECTICUT	24.00	14.00	8.00	8.00	30.00	0.00	16.00	0.00
DELAWARE	0.00	88.89	0.00	11.11	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	18.82	22.35	26.47	1.76	0.00	30.59	0.00	0.00
GEORGIA	36.17	31.91	23.40	8.51	0.00	0.00	0.00	0.00
HAWAII	14.29	28.57	57.14	0.00	0.00	0.00	0.00	0.00
IDAHO	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.75	16.56	44.79	1.23	0.61	27.61	1.84	0.61
INDIANA	27.69	9.23	20.00	27.69	0.00	15.38	0.00	0.00
IOWA	51.22	21.95	7.32	0.00	.	19.51	0.00	0.00
KANSAS	8.82	14.71	20.59	55.88	0.00	0.00	0.00	0.00
KENTUCKY	14.49	23.19	0.00	0.00	1.45	60.87	0.00	0.00
LOUISIANA	19.35	13.98	27.96	0.00	0.00	38.71	0.00	0.00
MAINE	44.44	44.44	0.00	0.00	0.00	11.11	0.00	0.00
MARYLAND	30.56	9.72	8.33	4.17	0.00	47.22	0.00	0.00
MASSACHUSETTS	15.22	4.35	20.29	3.62	36.23	.	19.57	0.72
MICHIGAN	30.36	28.57	22.02	2.98	.	15.48	0.00	0.60
MINNESOTA	30.36	23.21	1.79	28.57	1.79	12.50	0.00	1.79
MISSISSIPPI	5.71	22.86	8.57	2.86	0.00	57.14	2.86	0.00
MISSOURI	17.60	14.40	15.20	11.20	1.60	39.20	0.80	0.00
MONTANA	10.00	20.00	0.00	0.00	0.00	70.00	0.00	0.00
NEBRASKA	34.38	28.13	18.75	6.25	0.00	12.50	0.00	0.00
NEVADA	46.67	40.00	13.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	7.69	7.69	15.38	53.85	7.69	0.00	7.69	0.00
NEW JERSEY	8.11	1.80	51.35	3.60	3.60	30.63	0.90	0.00
NEW MEXICO	23.33	16.67	23.33	0.00	0.00	36.67	.	0.00
NEW YORK	15.18	5.36	23.88	15.63	24.78	6.03	9.15	0.00
NORTH CAROLINA	37.04	18.52	7.41	2.47	0.00	33.33	0.00	1.23
NORTH DAKOTA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
OHIO	30.00	22.67	18.00	5.33	0.00	24.00	0.00	0.00
OKLAHOMA	21.15	23.08	17.31	1.92	0.00	36.54	0.00	0.00
OREGON	51.85	11.11	9.26	0.00	1.85	24.07	0.00	1.85
PENNSYLVANIA	33.55	18.06	12.90	1.94	18.06	0.00	15.48	0.00
PUERTO RICO	7.14	48.57	21.43	4.29	18.57	0.00	0.00	0.00
RHODE ISLAND	8.33	45.83	8.33	37.50	0.00	0.00	0.00	0.00
SOUTH CAROLINA	30.91	30.91	12.73	3.64	0.00	21.82	0.00	0.00
SOUTH DAKOTA	50.00	0.00	0.00	7.14	0.00	35.71	7.14	0.00
TENNESSEE	27.52	7.34	38.53	2.75	0.00	22.94	0.00	0.92
TEXAS	12.81	25.62	54.96	3.31	0.00	3.31	0.00	0.00
UTAH	18.75	14.58	2.08	2.08	0.00	62.50	.	0.00
VERMONT	35.71	7.14	7.14	0.00	0.00	0.00	50.00	0.00
VIRGINIA	21.33	24.00	16.00	0.00	0.00	34.67	1.33	2.67
WASHINGTON	30.11	34.41	33.33	1.08	0.00	0.00	0.00	1.08
WEST VIRGINIA	10.34	48.28	10.34	3.45	0.00	27.59	0.00	0.00
WISCONSIN	36.96	10.87	21.74	6.52	0.00	19.57	0.00	4.35
WYOMING	37.50	37.50	25.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	21.71	18.25	24.47	6.20	5.83	19.92	3.33	0.29
50 STATES, D.C. & P.R.	21.71	18.23	24.48	6.20	5.83	19.92	3.33	0.29

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4	7	13	0	0	0	0	0
ALASKA	1	2	2	0	0	0	0	0
ARIZONA	8	10	34	1	2	0	0	2
ARKANSAS	3	0	1	.	0	.	0	0
CALIFORNIA	148	111	541	145	6	0	6	21
COLORADO	48	9	7	1	0	1	0	5
CONNECTICUT	3	0	1	2	0	0	0	0
DELAWARE	1	13	5	5	0	0	0	5
DISTRICT OF COLUMBIA	1	0	0	8	0	0	0	0
FLORIDA	47	34	121	36	0	0	0	12
GEORGIA	3	22	26	1	0	0	0	0
HAWAII	2	1	9	0	0	0	0	0
IDAHO	3	2	1	0	0	0	0	0
ILLINOIS	12	25	82	50	1	14	0	7
INDIANA	19	1	2	12	0	0	0	2
IOWA	24	11	3	0	.	0	0	3
KANSAS	4	2	6	0	1	0	0	0
KENTUCKY	5	7	5	0	0	0	0	0
LOUISIANA	3	20	63	0	0	6	0	3
MAINE	1	2	1	0	0	0	0	0
MARYLAND	9	2	8	0	0	0	0	0
MASSACHUSETTS	23	3	13	1	13	.	2	5
MICHIGAN	134	84	92	23	.	1	0	10
MINNESOTA	19	18	5	17	1	0	1	0
MISSISSIPPI	6	19	52	5	0	1	1	13
MISSOURI	11	16	14	0	1	0	0	0
MONTANA	2	3	2	0	0	0	0	0
NEBRASKA	10	5	7	0	0	0	0	0
NEVADA	1	4	0	0	0	0	0	0
NEW HAMPSHIRE	4	1	2	0	0	0	0	1
NEW JERSEY	5	1	10	2	14	7	0	1
NEW MEXICO	5	4	15	0	0	0	.	0
NEW YORK	30	18	20	15	18	1	1	6
NORTH CAROLINA	15	11	9	5	0	0	0	1
NORTH DAKOTA	1	0	1	0	0	0	1	0
OHIO	48	60	45	6	0	0	0	12
OKLAHOMA	8	2	1	0	0	0	0	0
OREGON	26	12	12	1	0	0	0	1
PENNSYLVANIA	12	10	81	41	6	0	7	3
PUERTO RICO	9	9	3	0	9	0	0	8
RHODE ISLAND	0	2	2	0	1	0	1	1
SOUTH CAROLINA	10	22	24	3	0	0	0	0
SOUTH DAKOTA	2	1	0	0	0	0	3	0
TENNESSEE	16	9	28	19	1	0	2	13
TEXAS	26	56	194	11	0	7	0	16
UTAH	3	2	3	5	0	.	.	0
VERMONT	6	0	1	0	0	0	0	0
VIRGINIA	10	12	24	0	0	0	0	1
WASHINGTON	20	13	15	2	0	0	0	1
WEST VIRGINIA	1	7	3	0	0	0	0	0
WISCONSIN	19	16	29	0	0	0	0	2
WYOMING	3	2	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	834	704	1,639	417	74	38	25	155
50 STATES, D.C. & P.R.	834	703	1,639	417	74	38	25	155

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16.67	29.17	54.17	0.00	0.00	0.00	0.00	0.00
ALASKA	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	14.04	17.54	59.65	1.75	3.51	0.00	0.00	3.51
ARKANSAS	75.00	0.00	25.00	.	0.00	.	0.00	0.00
CALIFORNIA	15.13	11.35	55.32	14.83	0.61	0.00	0.61	2.15
COLORADO	67.61	12.68	9.86	1.41	0.00	1.41	0.00	7.04
CONNECTICUT	50.00	0.00	16.67	33.33	0.00	0.00	0.00	0.00
DELAWARE	3.45	44.83	17.24	17.24	0.00	0.00	0.00	17.24
DISTRICT OF COLUMBIA	11.11	0.00	0.00	88.89	0.00	0.00	0.00	0.00
FLORIDA	18.80	13.60	48.40	14.40	0.00	0.00	0.00	4.80
GEORGIA	5.77	42.31	50.00	1.92	0.00	0.00	0.00	0.00
HAWAII	16.67	8.33	75.00	0.00	0.00	0.00	0.00	0.00
IDAHO	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.28	13.09	42.93	26.18	0.52	7.33	0.00	3.66
INDIANA	52.78	2.78	5.56	33.33	0.00	0.00	0.00	5.56
IOWA	58.54	26.83	7.32	0.00	.	0.00	0.00	7.32
KANSAS	30.77	15.38	46.15	0.00	7.69	0.00	0.00	0.00
KENTUCKY	29.41	41.18	29.41	0.00	0.00	0.00	0.00	0.00
LOUISIANA	3.16	21.05	66.32	0.00	0.00	6.32	0.00	3.16
MAINE	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	47.37	10.53	42.11	0.00	0.00	0.00	0.00	0.00
MASSACHUSETTS	38.33	5.00	21.67	1.67	21.67	.	3.33	8.33
MICHIGAN	38.95	24.42	26.74	6.69	.	0.29	0.00	2.91
MINNESOTA	31.15	29.51	8.20	27.87	1.64	0.00	1.64	0.00
MISSISSIPPI	6.19	19.59	53.61	5.15	0.00	1.03	1.03	13.40
MISSOURI	26.19	38.10	33.33	0.00	2.38	0.00	0.00	0.00
MONTANA	28.57	42.86	28.57	0.00	0.00	0.00	0.00	0.00
NEBRASKA	45.45	22.73	31.82	0.00	0.00	0.00	0.00	0.00
NEVADA	20.00	80.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	12.50	25.00	0.00	0.00	0.00	0.00	12.50
NEW JERSEY	12.50	2.50	25.00	5.00	35.00	17.50	0.00	2.50
NEW MEXICO	20.83	16.67	62.50	0.00	0.00	0.00	.	0.00
NEW YORK	27.52	16.51	18.35	13.76	16.51	0.92	0.92	5.50
NORTH CAROLINA	36.59	26.83	21.95	12.20	0.00	0.00	0.00	2.44
NORTH DAKOTA	33.33	0.00	33.33	0.00	0.00	0.00	33.33	0.00
OHIO	28.07	35.09	26.32	3.51	0.00	0.00	0.00	7.02
OKLAHOMA	72.73	18.18	9.09	0.00	0.00	0.00	0.00	0.00
OREGON	50.00	23.08	23.08	1.92	0.00	0.00	0.00	1.92
PENNSYLVANIA	7.50	6.25	50.63	25.63	3.75	0.00	4.38	1.88
PUERTO RICO	23.68	23.68	7.89	0.00	23.68	0.00	0.00	21.05
RHODE ISLAND	0.00	28.57	28.57	0.00	14.29	0.00	14.29	14.29
SOUTH CAROLINA	16.95	37.29	40.68	5.08	0.00	0.00	0.00	0.00
SOUTH DAKOTA	33.33	16.67	0.00	0.00	0.00	0.00	50.00	0.00
TENNESSEE	18.18	10.23	31.82	21.59	1.14	0.00	2.27	14.77
TEXAS	8.39	18.06	62.58	3.55	0.00	2.26	0.00	5.16
UTAH	23.08	15.38	23.08	38.46	0.00	.	.	0.00
VERMONT	85.71	0.00	14.29	0.00	0.00	0.00	0.00	0.00
VIRGINIA	21.28	25.53	51.06	0.00	0.00	0.00	0.00	2.13
WASHINGTON	39.22	25.49	29.41	3.92	0.00	0.00	0.00	1.96
WEST VIRGINIA	9.09	63.64	27.27	0.00	0.00	0.00	0.00	0.00
WISCONSIN	28.79	24.24	43.94	0.00	0.00	0.00	0.00	3.03
WYOMING	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	21.46	18.12	42.18	10.73	1.90	0.98	0.64	3.99
50 STATES, D.C. & P.R.	21.47	18.10	42.19	10.73	1.90	0.98	0.64	3.99

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15	13	12	3	0	0	0	3
ALASKA	8	4	3	0	0	0	0	0
ARIZONA	5	4	5	0	0	0	0	5
ARKANSAS	11	13	1	0	1	.	0	0
CALIFORNIA	159	71	128	25	17	0	17	20
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	28	14	5	0	1	0	2	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	0	13	0	0	0	0
FLORIDA	0	2	0	0	0	0	0	88
GEORGIA	14	25	20	0	0	0	0	0
HAWAII	5	2	10	0	0	0	0	0
IDAHO	10	5	3	0	0	0	2	2
ILLINOIS	9	16	16	15	4	0	1	100
INDIANA	19	5	8	13	0	0	0	1
IOWA	0	0	0	0	.	0	0	0
KANSAS	28	12	13	0	0	1	0	1
KENTUCKY	5	6	2	1	0	0	0	2
LOUISIANA	34	24	51	2	1	1	0	3
MAINE	17	11	0	0	0	0	0	3
MARYLAND	19	7	6	4	3	0	3	2
MASSACHUSETTS	13	6	9	2	9	.	7	83
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	31	21	5	16	0	2	0	2
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	40	24	13	0	0	0	1	2
MONTANA	6	2	3	0	0	0	0	3
NEBRASKA	11	13	14	3	1	0	0	5
NEVADA	5	3	5	1	0	0	0	1
NEW HAMPSHIRE	21	9	4	0	3	0	1	6
NEW JERSEY	21	6	8	1	0	1	0	12
NEW MEXICO	6	10	18	0	0	0	.	5
NEW YORK	112	29	37	17	6	0	2	8
NORTH CAROLINA	84	53	17	1	1	0	0	4
NORTH DAKOTA	4	1	1	0	0	0	0	1
OHIO	68	8	2	1	0	0	0	151
OKLAHOMA	13	8	3	0	0	0	0	3
OREGON	41	12	19	1	1	0	1	5
PENNSYLVANIA	1	1	0	0	0	0	0	0
PUERTO RICO	5	11	6	1	0	0	4	26
RHODE ISLAND	2	1	2	0	2	0	0	14
SOUTH CAROLINA	2	7	1	0	0	1	0	1
SOUTH DAKOTA	0	0	1	0	0	0	0	0
TENNESSEE	55	24	31	1	2	0	1	87
TEXAS	64	161	303	3	1	3	0	169
UTAH	3	6	10	6	0	.	.	1
VERMONT	9	2	2	0	0	0	0	0
VIRGINIA	35	19	9	0	0	0	0	2
WASHINGTON	182	142	103	2	2	1	0	6
WEST VIRGINIA	0	4	1	1	0	0	0	0
WISCONSIN	11	8	13	3	0	0	0	4
WYOMING	4	6	3	0	0	2	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	5	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,236	837	926	136	55	12	43	832
50 STATES, D.C. & P.R.	1,235	832	926	136	55	12	43	832

Please see data notes for an explanation of individual State differences.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	32.61	28.26	26.09	6.52	0.00	0.00	0.00	6.52
ALASKA	53.33	26.67	20.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	26.32	21.05	26.32	0.00	0.00	0.00	0.00	26.32
ARKANSAS	42.31	50.00	3.85	0.00	3.85	.	0.00	0.00
CALIFORNIA	36.38	16.25	29.29	5.72	3.89	0.00	3.89	4.58
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	54.90	27.45	9.80	0.00	1.96	0.00	3.92	1.96
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	7.14	0.00	92.86	0.00	0.00	0.00	0.00
FLORIDA	0.00	2.22	0.00	0.00	0.00	0.00	0.00	97.78
GEORGIA	23.73	42.37	33.90	0.00	0.00	0.00	0.00	0.00
HAWAII	29.41	11.76	58.82	0.00	0.00	0.00	0.00	0.00
IDAHO	[illegible]	22.73	13.64	0.00	0.00	0.00	9.09	9.09
ILLINOIS	5.59	9.94	9.94	9.32	2.48	0.00	0.62	62.11
INDIANA	41.30	10.87	17.39	28.26	0.00	0.00	0.00	2.17
IOWA	.	.	.	.	.	.	.	.
KANSAS	50.91	21.82	23.64	0.00	0.00	1.82	0.00	1.82
KENTUCKY	31.25	37.50	12.50	6.25	0.00	0.00	0.00	12.50
LOUISIANA	29.31	20.69	43.97	1.72	0.86	0.86	0.00	2.59
MAINE	54.84	35.48	0.00	0.00	0.00	0.00	0.00	9.68
MARYLAND	43.18	15.91	13.64	9.09	6.82	0.00	6.82	4.55
MASSACHUSETTS	10.08	4.65	6.98	1.55	6.98	.	5.43	64.34
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	40.26	27.27	6.49	20.78	0.00	2.60	0.00	2.60
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	50.00	30.00	16.25	0.00	0.00	0.00	1.25	2.50
MONTANA	42.86	14.29	21.43	0.00	0.00	0.00	0.00	21.43
NEBRASKA	23.40	27.66	29.79	6.38	2.13	0.00	0.00	10.64
NEVADA	33.33	20.00	33.33	6.67	0.00	0.00	0.00	6.67
NEW HAMPSHIRE	47.73	20.45	9.09	0.00	6.82	0.00	2.27	13.64
NEW JERSEY	42.86	12.24	16.33	2.04	0.00	2.04	0.00	24.49
NEW MEXICO	15.38	25.64	46.15	0.00	0.00	0.00	.	12.82
NEW YORK	53.08	13.74	17.54	8.06	2.84	0.00	0.95	3.79
NORTH CAROLINA	52.50	33.13	10.63	0.63	0.63	0.00	0.00	2.50
NORTH DAKOTA	57.14	14.29	14.29	0.00	0.00	0.00	0.00	14.29
OHIO	29.57	3.48	0.87	0.43	0.00	0.00	0.00	65.65
OKLAHOMA	48.15	29.63	11.11	0.00	0.00	0.00	0.00	11.11
OREGON	51.25	15.00	23.75	1.25	1.25	0.00	1.25	6.25
PENNSYLVANIA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	9.43	20.75	11.32	1.89	0.00	0.00	7.55	49.06
RHODE ISLAND	9.52	4.76	9.52	0.00	9.52	0.00	0.00	66.67
SOUTH CAROLINA	16.67	58.33	8.33	0.00	0.00	8.33	0.00	8.33
SOUTH DAKOTA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	27.36	11.94	15.42	0.50	1.00	0.00	0.50	43.28
TEXAS	9.09	22.87	43.04	0.43	0.14	0.43	0.00	24.01
UTAH	11.54	23.08	38.46	23.08	0.00	.	.	3.85
VERMONT	69.23	15.38	15.38	0.00	0.00	0.00	0.00	0.00
VIRGINIA	53.85	29.23	13.85	0.00	0.00	0.00	0.00	3.08
WASHINGTON	41.55	32.42	23.52	0.46	0.46	0.23	0.00	1.37
WEST VIRGINIA	0.00	66.67	16.67	16.67	0.00	0.00	0.00	0.00
WISCONSIN	28.21	20.51	33.33	7.69	0.00	0.00	0.00	10.26
WYOMING	25.00	37.50	18.75	0.00	0.00	12.50	6.25	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	30.32	20.53	22.71	3.34	1.35	0.29	1.05	20.41
50 STATES, D.C. & P.R.	30.34	20.44	22.75	3.34	1.35	0.29	1.06	20.44

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October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	7	2	1	3	0	16	0	0
ALASKA	0	1	0	0	0	0	0	0
ARIZONA	9	18	7	0	0	6	0	0
ARKANSAS	4	1	0	.	0	.	12	1
CALIFORNIA	55	30	102	20	2	26	2	2
COLORADO	10	3	2	0	0	4	0	0
CONNECTICUT	7	4	10	8	4	0	1	1
DELAWARE	1	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	0	7	0	0	0	0	0
FLORIDA	14	12	7	3	0	15	0	0
GEORGIA	12	5	0	1	0	0	0	0
HAWAII	1	0	1	1	0	0	0	0
IDAHO	0	1	0	0	0	0	0	0
ILLINOIS	5	18	16	2	0	23	0	0
INDIANA	18	0	0	18	0	9	0	0
IOWA	1	1	0	0	.	11	0	0
KANSAS	5	1	0	1	0	0	0	0
KENTUCKY	14	0	2	0	0	22	0	0
LOUISIANA	16	6	6	1	0	15	0	0
MAINE	3	0	1	0	0	0	1	0
MARYLAND	8	1	0	6	0	21	0	0
MASSACHUSETTS	15	5	7	1	5	.	7	0
MICHIGAN	26	10	16	2	.	13	0	0
MINNESOTA	6	4	0	3	0	14	0	0
MISSISSIPPI	0	2	3	0	0	8	0	1
MISSOURI	7	9	3	11	2	11	0	0
MONTANA	2	0	1	0	0	0	0	0
NEBRASKA	7	3	0	0	0	5	0	0
NEVADA	4	1	1	0	0	0	0	0
NEW HAMPSHIRE	2	0	0	1	0	0	0	0
NEW JERSEY	6	1	1	0	8	0	0	0
NEW MEXICO	1	2	2	0	0	7	.	0
NEW YORK	23	10	9	6	34	2	0	0
NORTH CAROLINA	17	6	2	0	0	20	0	0
NORTH DAKOTA	3	1	0	0	0	0	0	0
OHIO	37	14	3	2	0	20	0	0
OKLAHOMA	4	1	1	1	0	6	0	0
OREGON	7	1	2	0	0	7	0	0
PENNSYLVANIA	18	8	3	3	37	0	26	0
PUERTO RICO	2	32	4	0	1	4	0	2
RHODE ISLAND	1	2	1	0	0	0	1	0
SOUTH CAROLINA	5	7	3	1	0	11	0	0
SOUTH DAKOTA	2	0	0	0	0	5	0	0
TENNESSEE	32	13	6	0	0	10	0	0
TEXAS	10	23	59	7	0	7	0	1
UTAH	3	3	1	1	0	10	.	0
VERMONT	2	0	0	0	0	0	1	0
VIRGINIA	14	6	1	0	0	15	1	0
WASHINGTON	5	4	3	0	0	17	0	0
WEST VIRGINIA	1	4	0	1	0	8	0	0
WISCONSIN	9	2	2	8	0	5	0	0
WYOMING	2	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	1	0
U.S. AND OUTLYING AREAS	467	280	297	112	93	373	53	8
50 STATES, D.C. & P.R.	466	279	297	112	93	373	52	8

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	24.14	6.90	3.45	10.34	0.00	55.17	0.00	0.00
ALASKA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.50	45.00	17.50	0.00	0.00	15.00	0.00	0.00
ARKANSAS	22.22	5.56	0.00	.	0.00	.	66.67	5.56
CALIFORNIA	23.01	12.55	42.68	8.37	0.84	10.88	0.84	0.84
COLORADO	52.63	15.79	10.53	0.00	0.00	21.05	0.00	0.00
CONNECTICUT	20.00	11.43	28.57	22.86	11.43	0.00	2.86	2.86
DELAWARE	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	30.00	0.00	70.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	27.45	23.53	13.73	5.88	0.00	29.41	0.00	0.00
GEORGIA	66.67	27.78	0.00	5.56	0.00	0.00	0.00	0.00
HAWAII	33.33	0.00	33.33	33.33	0.00	0.00	0.00	0.00
IDAHO	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	7.81	28.13	25.00	3.13	0.00	35.94	0.00	0.00
INDIANA	40.00	0.00	0.00	40.00	0.00	20.00	0.00	0.00
IOWA	7.69	7.69	0.00	0.00	.	84.62	0.00	0.00
KANSAS	71.43	14.29	0.00	14.29	0.00	0.00	0.00	0.00
KENTUCKY	36.84	0.00	5.26	0.00	0.00	57.89	0.00	0.00
LOUISIANA	36.36	13.64	13.64	2.27	0.00	34.09	0.00	0.00
MAINE	60.00	0.00	20.00	0.00	0.00	0.00	20.00	0.00
MARYLAND	22.22	2.78	0.00	16.67	0.00	58.33	0.00	0.00
MASSACHUSETTS	37.50	12.50	17.50	2.50	12.50	.	17.50	0.00
MICHIGAN	38.81	14.93	23.88	2.99	.	19.40	0.00	0.00
MINNESOTA	22.22	14.81	0.00	11.11	0.00	51.85	0.00	0.00
MISSISSIPPI	0.00	14.29	21.43	0.00	0.00	57.14	0.00	7.14
MISSOURI	16.28	20.93	6.98	25.58	4.65	25.58	0.00	0.00
MONTANA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	46.67	20.00	0.00	0.00	0.00	33.33	0.00	0.00
NEVADA	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	66.67	0.00	0.00	33.33	0.00	0.00	0.00	0.00
NEW JERSEY	37.50	6.25	6.25	0.00	50.00	0.00	0.00	0.00
NEW MEXICO	8.33	16.67	16.67	0.00	0.00	58.33	.	0.00
NEW YORK	27.38	11.90	10.71	7.14	40.48	2.38	0.00	0.00
NORTH CAROLINA	37.78	13.33	4.44	0.00	0.00	44.44	0.00	0.00
NORTH DAKOTA	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	48.68	18.42	3.95	2.63	0.00	26.32	0.00	0.00
OKLAHOMA	30.77	7.69	7.69	7.69	0.00	46.15	0.00	0.00
OREGON	41.18	5.88	11.76	0.00	0.00	41.18	0.00	0.00
PENNSYLVANIA	18.95	8.42	3.16	3.16	38.95	0.00	27.37	0.00
PUERTO RICO	4.44	71.11	8.89	0.00	2.22	8.89	0.00	4.44
RHODE ISLAND	20.00	40.00	20.00	0.00	0.00	0.00	20.00	0.00
SOUTH CAROLINA	18.52	25.93	11.11	3.70	0.00	40.74	0.00	0.00
SOUTH DAKOTA	28.57	0.00	0.00	0.00	0.00	71.43	0.00	0.00
TENNESSEE	52.46	21.31	9.84	0.00	0.00	16.39	0.00	0.00
TEXAS	9.35	21.50	55.14	6.54	0.00	6.54	0.00	0.93
UTAH	16.67	16.67	5.56	5.56	0.00	55.56	.	0.00
VERMONT	66.67	0.00	0.00	0.00	0.00	0.00	33.33	0.00
VIRGINIA	37.84	16.22	2.70	0.00	0.00	40.54	2.70	0.00
WASHINGTON	17.24	13.79	10.34	0.00	0.00	58.62	0.00	0.00
WEST VIRGINIA	7.14	28.57	0.00	7.14	0.00	57.14	0.00	0.00
WISCONSIN	34.62	7.69	7.69	30.77	0.00	19.23	0.00	0.00
WYOMING	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
U.S. AND OUTLYING AREAS	27.75	16.64	17.65	6.65	5.53	22.16	3.15	0.48
50 STATES, D.C. & P.R.	27.74	16.61	17.68	6.67	5.54	22.20	3.10	0.48

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	0	0	3	1	0	0	12	0
ALASKA	0	1	1	0	0	0	0	0
ARIZONA	0	0	21	1	12	0	0	0
ARKANSAS	0	0	3	0	0	.	0	0
CALIFORNIA	6	14	153	31	49	0	49	0
COLORADO	4	1	2	1	0	1	0	1
CONNECTICUT	2	2	16	2	2	0	4	0
DELAWARE	0	13	1	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	3	0	0	0
FLORIDA	0	2	68	35	1	0	0	0
GEORGIA	0	2	38	1	0	0	1	0
HAWAII	0	0	7	0	0	0	0	0
IDAHO	0	0	6	0	0	0	0	0
ILLINOIS	0	0	18	8	21	0	3	0
INDIANA	4	1	37	19	0	3	2	1
IOWA	10	5	1	1	.	0	0	0
KANSAS	1	2	6	0	0	1	0	0
KENTUCKY	0	0	7	0	0	0	0	0
LOUISIANA	0	2	53	2	0	6	0	0
MAINE	0	2	1	0	0	0	1	0
MARYLAND	1	1	7	5	4	0	5	0
MASSACHUSETTS	1	0	19	6	25	.	43	1
MICHIGAN	17	14	78	117	.	1	0	0
MINNESOTA	3	1	15	12	0	1	0	0
MISSISSIPPI	0	0	2	0	0	0	1	0
MISSOURI	7	6	21	0	1	0	1	0
MONTANA	0	0	1	0	0	0	0	0
NEBRASKA	1	0	4	0	0	0	0	0
NEVADA	0	1	4	2	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	1
NEW JERSEY	0	0	1	16	36	17	6	0
NEW MEXICO	0	0	9	0	0	0	.	0
NEW YORK	7	9	21	155	30	5	23	2
NORTH CAROLINA	1	3	65	16	0	0	0	0
NORTH DAKOTA	0	0	0	1	0	0	1	0
OHIO	1	1	4	0	0	0	0	0
OKLAHOMA	0	0	2	0	0	0	1	0
OREGON	18	8	27	1	0	1	0	0
PENNSYLVANIA	0	2	38	9	0	0	1	0
PUERTO RICO	0	2	21	11	1	0	0	7
RHODE ISLAND	0	0	1	0	2	0	2	0
SOUTH CAROLINA	0	1	19	3	0	0	0	0
SOUTH DAKOTA	0	1	0	0	1	1	3	0
TENNESSEE	3	0	28	15	5	1	1	1
TEXAS	5	5	149	33	4	3	5	0
UTAH	0	0	7	14	0	0	.	1
VERMONT	0	0	1	1	0	0	0	1
VIRGINIA	0	4	34	7	3	3	14	0
WASHINGTON	0	0	2	0	0	0	0	0
WEST VIRGINIA	0	1	10	1	0	0	0	0
WISCONSIN	1	5	27	3	0	0	1	0
WYOMING	0	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	93	113	1,060	531	200	44	180	16
50 STATES, D.C. & P.R.	93	112	1,060	531	200	44	180	16

Please see data notes for an explanation of individual State differences.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

AUTISM

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	18.75	6.25	0.00	0.00	75.00	0.00
ALASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	61.76	2.94	35.29	0.00	0.00	0.00
ARKANSAS	0.00	0.00	100.00	0.00	0.00	.	0.00	0.00
CALIFORNIA	1.99	4.64	50.66	10.26	16.23	0.00	16.23	0.00
COLORADO	40.00	10.00	20.00	10.00	0.00	10.00	0.00	10.00
CONNECTICUT	7.14	7.14	57.14	7.14	7.14	0.00	14.29	0.00
DELAWARE	0.00	86.67	6.67	6.67	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	0.00	1.89	64.15	33.02	0.94	0.00	0.00	0.00
GEORGIA	0.00	4.76	90.48	2.38	0.00	0.00	2.38	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	36.00	16.00	42.00	0.00	6.00	0.00
INDIANA	5.97	1.49	55.22	28.36	0.00	4.48	2.99	1.49
IOWA	58.82	29.41	5.88	5.88	.	0.00	0.00	0.00
KANSAS	10.00	20.00	60.00	0.00	0.00	10.00	0.00	0.00
KENTUCKY	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	3.17	84.13	3.17	0.00	9.52	0.00	0.00
MAINE	0.00	50.00	25.00	0.00	0.00	0.00	25.00	0.00
MARYLAND	4.35	4.35	30.43	21.74	17.39	0.00	21.74	0.00
MASSACHUSETTS	1.05	0.00	20.00	6.32	26.32	.	45.26	1.05
MICHIGAN	7.49	6.17	34.36	51.54	.	0.44	0.00	0.00
MINNESOTA	9.38	3.13	46.88	37.50	0.00	3.13	0.00	0.00
MISSISSIPPI	0.00	0.00	66.67	0.00	0.00	0.00	33.33	0.00
MISSOURI	19.44	16.67	58.33	0.00	2.78	0.00	2.78	0.00
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	20.00	0.00	80.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	14.29	57.14	28.57	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW JERSEY	0.00	0.00	1.32	21.05	47.37	22.37	7.89	0.00
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	.	0.00
NEW YORK	2.78	3.57	8.33	61.51	11.90	1.98	9.13	0.79
NORTH CAROLINA	1.18	3.53	76.47	18.82	0.00	0.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
OHIO	16.67	16.67	66.67	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	66.67	0.00	0.00	0.00	33.33	0.00
OREGON	32.73	14.55	49.09	1.82	0.00	1.82	0.00	0.00
PENNSYLVANIA	0.00	4.00	76.00	18.00	0.00	0.00	2.00	0.00
PUERTO RICO	0.00	4.76	50.00	26.19	2.38	0.00	0.00	16.67
RHODE ISLAND	0.00	0.00	20.00	0.00	40.00	0.00	40.00	0.00
SOUTH CAROLINA	0.00	4.35	82.61	13.04	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	16.67	0.00	0.00	16.67	16.67	50.00	0.00
TENNESSEE	5.56	0.00	51.85	27.78	9.26	1.85	1.85	1.85
TEXAS	2.45	2.45	73.04	16.18	1.96	1.47	2.45	0.00
UTAH	0.00	0.00	31.82	63.64	0.00	0.00	.	4.55
VERMONT	0.00	0.00	33.33	33.33	0.00	0.00	0.00	33.33
VIRGINIA	0.00	6.15	52.31	10.77	4.62	4.62	21.54	0.00
WASHINGTON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	8.33	83.33	8.33	0.00	0.00	0.00	0.00
WISCONSIN	2.70	13.51	72.97	8.11	0.00	0.00	2.70	0.00
WYOMING	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.16	5.05	47.38	23.74	8.94	1.97	8.05	0.72
50 STATES, D.C. & P.R.	4.16	5.01	47.41	23.75	8.94	1.97	8.05	0.72

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	0	1	0	5	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	1	1	6	0	0	0	0
ARKANSAS	.	.	1	0	0	.	1	0
CALIFORNIA	0	2	20	5	2	1	2	1
COLORADO	3	0	2	0	0	3	0	1
CONNECTICUT	0	1	1	0	0	0	2	0
DELAWARE	0	0	0	2	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	0	0
FLORIDA	0	0	1	4	1	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	0	0	0	0	0	0	.	0
ILLINOIS	0	0	1	0	0	8	0	0
INDIANA	1	0	8	1	0	2	1	0
IOWA	0	0	0	6	.	1	0	0
KANSAS	1	0	1	0	0	2	0	0
KENTUCKY	0	0	1	0	0	0	0	0
LOUISIANA	0	0	0	0	0	2	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	1	0	8	0	0
MASSACHUSETTS	.	.	1	0	3	.	4	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	1	0	0
MISSISSIPPI	0	0	0	0	0	4	0	0
MISSOURI	0	1	1	1	1	0	0	0
MONTANA	0	0	1	0	0	1	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	2	1	0	0	0
NEW MEXICO	0	0	0	0	0	2	.	0
NEW YORK	0	0	0	0	0	1	0	0
NORTH CAROLINA	0	0	0	0	0	1	0	0
NORTH DAKOTA	0	0	0	2	0	2	0	0
OHIO	4	0	0	0	0	0	0	0
OKLAHOMA	0	0	1	1	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	2	9	0	1	0	2
RHODE ISLAND	0	0	0	0	1	0	0	0
SOUTH CAROLINA	0	0	0	0	0	2	0	0
SOUTH DAKOTA	0	0	0	0	0	2	0	0
TENNESSEE	0	1	0	0	0	0	0	0
TEXAS	0	1	9	1	0	2	0	0
UTAH	0	0	2	0	0	2	.	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	1	1	2	0	0	2	0	0
WEST VIRGINIA	0	0	0	1	0	3	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	11	8	56	46	9	58	10	4
50 STATES, D.C. & P.R.	11	8	56	45	9	58	10	4

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	0.00	16.67	0.00	83.33	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	0.00	12.50	12.50	75.00	0.00	0.00	0.00	0.00
ARKANSAS	.	.	50.00	0.00	0.00	.	50.00	0.00
CALIFORNIA	0.00	6.06	60.61	15.15	6.06	3.03	6.06	3.03
COLORADO	33.33	0.00	22.22	0.00	0.00	33.33	0.00	11.11
CONNECTICUT	0.00	25.00	25.00	0.00	0.00	0.00	50.00	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	16.67	66.67	16.67	0.00	0.00	0.00
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	11.11	0.00	0.00	88.89	0.00	0.00
INDIANA	7.69	0.00	61.54	7.69	0.00	15.38	7.69	0.00
IOWA	0.00	0.00	0.00	85.71	.	14.29	0.00	0.00
KANSAS	25.00	0.00	25.00	0.00	0.00	50.00	0.00	0.00
KENTUCKY	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	0.00	0.00	0.00	11.11	0.00	88.89	0.00	0.00
MASSACHUSETTS	.	.	12.50	0.00	37.50	.	50.00	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSOURI	0.00	25.00	25.00	25.00	25.00	0.00	0.00	0.00
MONTANA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	66.67	33.33	0.00	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	100.00	.	0.00
NEW YORK	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	0.00	14.29	64.29	0.00	7.14	0.00	14.29
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TENNESSEE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
TEXAS	0.00	7.69	69.23	7.69	0.00	15.38	0.00	0.00
UTAH	0.00	0.00	50.00	0.00	0.00	50.00	.	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	16.67	16.67	33.33	0.00	0.00	33.33	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.45	3.96	27.72	22.77	4.46	28.71	4.95	1.98
50 STATES, D.C. & P.R.	5.47	3.98	27.86	22.39	4.48	28.86	4.98	1.99

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2	8	3	1	0	0	0	3
ALASKA	0	1	3	0	0	0	0	0
ARIZONA	1	1	1	0	0	0	0	0
ARKANSAS	0	3	2	0	0	.	3	0
CALIFORNIA	9	13	38	4	4	0	4	5
COLORADO	9	2	0	0	0	0	0	2
CONNECTICUT	1	0	2	0	0	0	0	0
DELAWARE	0	2	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	1	5	0	0	0	0	2
GEORGIA	2	4	4	0	0	0	0	1
HAWAII	0	0	0	0	0	0	0	0
IDAHO	2	1	2	0	1	0	0	0
ILLINOIS	2	7	9	7	3	2	0	0
INDIANA	11	6	7	10	0	0	0	1
IOWA	8	4	1	0	.	0	0	0
KANSAS	1	4	9	6	0	0	0	0
KENTUCKY	1	6	2	0	0	0	0	0
LOUISIANA	0	2	6	0	0	0	0	0
MAINE	1	2	1	0	0	0	0	0
MARYLAND	4	1	5	0	1	0	3	1
MASSACHUSETTS	2	2	7	3	9	.	6	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	3	1	2	3	0	1	0	1
MISSISSIPPI	0	3	1	0	0	0	0	0
MISSOURI	11	7	9	1	0	0	0	0
MONTANA	2	1	0	0	0	0	0	0
NEBRASKA	2	4	4	1	0	0	0	1
NEVADA	2	0	4	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	3	1	1	0	3	0	0
NEW MEXICO	3	9	8	0	0	0	.	0
NEW YORK	7	6	12	7	4	1	3	5
NORTH CAROLINA	4	6	4	3	0	0	1	1
NORTH DAKOTA	1	3	3	0	0	0	1	1
OHIO	8	2	4	2	0	0	0	1
OKLAHOMA	3	2	3	0	0	0	0	1
OREGON	6	4	5	0	2	0	0	0
PENNSYLVANIA	6	14	18	2	140	0	15	1
PUERTO RICO	0	0	3	1	0	0	0	1
RHODE ISLAND	0	1	1	0	1	0	1	0
SOUTH CAROLINA	1	1	1	0	0	0	0	2
SOUTH DAKOTA	2	2	0	0	1	0	0	0
TENNESSEE	2	5	8	0	0	0	2	1
TEXAS	3	8	21	0	1	0	0	4
UTAH	5	20	17	2	0	.	.	0
VERMONT	1	0	0	0	1	0	0	0
VIRGINIA	1	3	4	0	1	1	0	2
WASHINGTON	4	2	0	2	0	0	0	0
WEST VIRGINIA	2	4	0	0	0	0	0	0
WISCONSIN	6	4	12	0	0	0	0	0
WYOMING	0	3	3	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	1	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	143	189	257	56	169	8	39	40
50 STATES, D.C. & P.R.	143	188	255	56	169	8	39	40

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	11.76	47.06	17.65	5.88	0.00	0.00	0.00	17.65
ALASKA	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
ARKANSAS	0.00	37.50	25.00	0.00	0.00	.	37.50	0.00
CALIFORNIA	11.69	16.88	49.35	5.19	5.19	0.00	5.19	6.49
COLORADO	69.23	15.38	0.00	0.00	0.00	0.00	0.00	15.38
CONNECTICUT	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	0.00	12.50	62.50	0.00	0.00	0.00	0.00	25.00
GEORGIA	18.18	36.36	36.36	0.00	0.00	0.00	0.00	9.09
HAWAII	.	.	.	.	.	.	.	.
IDAHO	33.33	16.67	33.33	0.00	16.67	0.00	0.00	0.00
ILLINOIS	6.67	23.33	30.00	23.33	10.00	6.67	0.00	0.00
INDIANA	31.43	17.14	20.00	28.57	0.00	0.00	0.00	2.86
IOWA	61.54	30.77	7.69	0.00	.	0.00	0.00	0.00
KANSAS	5.00	20.00	45.00	30.00	0.00	0.00	0.00	0.00
KENTUCKY	11.11	66.67	22.22	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
MAINE	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	26.67	6.67	33.33	0.00	6.67	0.00	20.00	6.67
MASSACHUSETTS	6.25	6.25	21.88	9.38	28.13	.	18.75	9.38
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	27.27	9.09	18.18	27.27	0.00	9.09	0.00	9.09
MISSISSIPPI	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	39.29	25.00	32.14	3.57	0.00	0.00	0.00	0.00
MONTANA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	16.67	33.33	33.33	8.33	0.00	0.00	0.00	8.33
NEVADA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	20.00	30.00	10.00	10.00	0.00	30.00	0.00	0.00
NEW MEXICO	15.00	45.00	40.00	0.00	0.00	0.00	.	0.00
NEW YORK	15.56	13.33	26.67	15.56	8.89	2.22	6.67	11.11
NORTH CAROLINA	21.05	31.58	21.05	15.79	0.00	0.00	5.26	5.26
NORTH DAKOTA	11.11	33.33	33.33	0.00	0.00	0.00	11.11	11.11
OHIO	47.06	11.76	23.53	11.76	0.00	0.00	0.00	5.88
OKLAHOMA	33.33	22.22	33.33	0.00	0.00	0.00	0.00	11.11
OREGON	35.29	23.53	29.41	0.00	11.76	0.00	0.00	0.00
PENNSYLVANIA	3.06	7.14	9.18	1.02	71.43	0.00	7.65	0.51
PUERTO RICO	0.00	0.00	60.00	20.00	0.00	0.00	0.00	20.00
RHODE ISLAND	0.00	25.00	25.00	0.00	25.00	0.00	25.00	0.00
SOUTH CAROLINA	20.00	20.00	20.00	0.00	0.00	0.00	0.00	40.00
SOUTH DAKOTA	40.00	40.00	0.00	0.00	20.00	0.00	0.00	0.00
TENNESSEE	11.11	27.78	44.44	0.00	0.00	0.00	11.11	5.56
TEXAS	8.11	21.62	56.76	0.00	2.70	0.00	0.00	10.81
UTAH	11.36	45.45	38.64	4.55	0.00	.	.	0.00
VERMONT	50.00	0.00	0.00	0.00	50.00	0.00	0.00	0.00
VIRGINIA	8.33	25.00	33.33	0.00	8.33	8.33	0.00	16.67
WASHINGTON	50.00	25.00	0.00	25.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	27.27	18.18	54.55	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	15.87	20.98	28.52	6.22	18.76	0.89	4.33	4.44
50 STATES, D.C. & P.R.	15.92	20.94	28.40	6.24	18.82	0.89	4.34	4.45

Please see data notes for an explanation of individual State differences.

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October 1, 1996.

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During the 1985-86 Through 1994-95 School Years

AGE GROUP 3-5

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	109,431	58,718	78,487	22,797	18,577	3,659	330	4,614	296,613
1986-87	116,898	55,529	78,227	20,526	18,962	1,098	440	5,703	297,383
1987-88	122,864	43,158	87,316	25,100	20,101	1,066	480	6,178	306,263
1988-89	140,364	53,706	87,595	26,106	16,698	1,080	338	6,573	332,460
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844

AGE GROUP 6-11

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	726,586	807,144	408,345	40,955	22,199	9,532	3,420	6,813	2,024,994
1986-87	756,194	795,960	429,431	42,677	22,347	5,634	3,141	10,518	2,065,902
1987-88	832,284	747,080	431,042	47,685	23,191	4,509	2,784	6,266	2,094,841
1988-89	898,693	762,537	449,059	45,567	22,026	5,582	2,601	7,348	2,193,413
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532

AGE GROUP 12-17

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	277,424	849,989	500,315	71,870	23,784	18,018	9,567	18,952	1,769,919
1986-87	287,018	852,796	507,702	59,822	24,302	11,658	9,714	17,254	1,770,266
1987-88	315,192	803,174	502,486	70,286	26,079	12,151	7,545	19,409	1,756,322
1988-89	335,057	779,691	487,524	63,144	26,071	12,918	7,210	22,532	1,734,147
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

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Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During the 1985-86 Through 1994-95 School Years

AGE GROUP 18-21

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	21,908	75,429	72,601	28,451	6,507	10,673	2,487	3,709	221,765
1986-87	30,392	85,661	73,600	21,530	7,299	5,624	2,415	3,774	230,295
1987-88	28,715	78,332	72,752	26,209	6,504	4,393	2,015	3,527	222,447
1988-89	32,132	79,255	71,315	26,023	7,075	5,290	2,095	3,204	226,389
1989-90	37,910	75,558	76,416	25,732	6,313	6,181	2,183	3,007	233,300
1990-91	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993	230,905
1991-92	42,253	78,389	72,834	20,205	6,311	5,569	2,118	2,317	229,996
1992-93	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088	241,564
1993-94	63,393	67,002	73,394	18,740	5,801	5,061	1,755	3,167	238,313
1994-95	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266	236,439

AGE GROUP 6-21

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	1,025,918	1,732,562	981,261	141,276	52,490	38,223	15,474	29,474	4,016,678
1986-87	1,073,604	1,734,417	1,010,733	124,029	53,948	22,916	15,270	31,546	4,066,463
1987-88	1,176,191	1,628,586	1,006,280	144,180	55,774	21,053	12,344	29,202	4,073,610
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720

AGE GROUP 3-21

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	1,135,349	1,791,280	1,059,748	164,073	71,067	41,882	15,804	34,088	4,313,291
1986-87	1,190,502	1,789,946	1,088,960	144,555	72,910	24,014	15,710	37,249	4,363,846
1987-88	1,299,055	1,671,744	1,093,596	169,280	75,875	22,119	12,824	35,380	4,379,873
1988-89	1,406,246	1,675,189	1,095,493	160,840	71,870	24,870	12,244	39,657	4,486,409
1989-90	1,494,936	1,635,730	1,156,572	161,757	76,850	29,079	12,607	32,895	4,600,426
1990-91	1,596,342	1,638,786	1,194,012	155,793	77,219	25,693	12,402	31,653	4,731,900
1991-92	1,736,763	1,667,178	1,161,619	130,102	89,293	29,158	11,783	25,667	4,851,563
1992-93	2,051,166	1,512,717	1,219,867	134,431	70,333	28,401	12,065	32,069	5,061,049
1993-94	2,300,956	1,445,525	1,232,312	125,551	66,232	24,123	12,635	35,945	5,243,279
1994-95	2,419,665	1,451,297	1,249,684	119,450	55,853	22,958	13,070	40,587	5,372,564

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Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1985-86 Through 1994-95 School Years

SPECIFIC LEARNING DISABILITIES

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	284,776	1,151,016	381,797	15,041	8,791	740	799	1,532	1,844,492
1986-87	301,589	1,155,533	401,095	20,755	8,819	613	1,028	7,743	1,897,175
1987-88	336,542	1,131,297	415,193	17,500	8,310	983	949	2,311	1,913,085
1988-89	388,991	1,148,804	415,004	18,811	7,376	1,359	807	2,193	1,983,345
1989-90	423,425	1,148,624	443,840	17,963	8,622	1,578	898	2,220	2,047,170
1990-91	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939	2,145,831
1991-92	560,661	1,231,560	455,645	13,165	7,839	1,929	939	2,183	2,273,921
1992-93	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552	2,357,839
1993-94	957,770	1,000,140	457,622	7,625	6,268	1,994	1,023	3,757	2,436,199
1994-95	1,032,624	996,417	461,828	8,401	7,066	2,082	1,193	4,092	2,513,703

SPEECH OR LANGUAGE IMPAIRMENTS

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	639,804	242,399	34,183	3,456	10,638	697	212	709	932,098
1986-87	667,074	225,990	39,216	4,781	10,836	247	282	2,908	951,334
1987-88	704,034	185,730	35,978	3,211	10,487	454	497	549	940,940
1988-89	731,585	184,209	36,747	3,059	10,598	376	458	1,010	968,042
1989-90	756,832	174,009	37,563	2,855	11,656	811	293	770	984,789
1990-91	776,247	136,779	55,549	3,223	10,097	246	411	1,480	984,032
1991-92	845,601	90,278	38,456	1,907	11,900	344	291	458	989,235
1992-93	811,166	106,402	59,315	2,272	11,246	477	130	1,256	992,264
1993-94	877,007	76,160	45,228	1,590	1,232	166	167	471	1,002,021
1994-95	879,681	78,125	45,892	1,936	1,327	170	145	643	1,007,919

MENTAL RETARDATION

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	18,349	164,133	354,427	60,976	7,956	15,938	2,264	1,996	626,039
1986-87	19,864	164,861	353,486	53,396	8,149	4,594	2,497	2,834	609,681
1987-88	33,807	142,570	342,194	60,929	6,847	4,040	2,323	2,043	594,753
1988-89	33,825	128,171	336,457	56,511	7,846	4,380	2,278	1,986	571,454
1989-90	37,942	112,997	343,454	51,200	6,581	5,621	2,271	2,124	562,190
1990-91	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387	552,383
1991-92	26,731	134,235	312,403	40,650	5,928	4,692	1,414	1,653	527,706
1992-93	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770	526,385
1993-94	47,317	144,298	314,669	32,454	6,014	2,642	1,242	3,028	551,664
1994-95	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706	569,151

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SERIOUS EMOTIONAL DISTURBANCE

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	32,298	123,453	128,069	31,033	15,219	6,678	8,710	8,528	353,988
1986-87	36,828	128,409	132,531	25,417	16,698	6,092	8,457	5,173	359,605
1987-88	47,038	122,990	129,416	33,483	20,179	6,684	6,289	8,267	374,346
1988-89	52,819	112,622	134,264	29,866	20,259	7,975	6,309	10,821	374,935
1989-90	56,366	107,910	141,704	32,075	19,657	8,330	5,920	7,654	379,616
1990-91	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664	389,709
1991-92	61,854	108,437	144,024	30,299	24,100	9,423	6,019	6,034	390,190
1992-93	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039	394,305
1993-94	81,975	103,321	141,519	33,189	20,628	5,974	6,669	7,326	400,601
1994-95	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687	423,612

MULTIPLE DISABILITIES

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	1,735	12,527	30,7[illegible]	13,945	5,375	2,520	1,689	2,590	71,125
1986-87	3,313	14,706	35,906	10,471	4,658	2,684	1,384	2,318	75,440
1987-88	4,867	10,081	34,725	15,383	5,274	2,025	983	2,368	75,706
1988-89	5,503	11,037	36,094	15,034	5,183	2,090	1,072	2,173	78,186
1989-90	5,141	12,355	37,891	19,552	5,993	2,155	1,248	2,312	86,647
1990-91	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973	93,376
1991-92	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077	92,813
1992-93	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822	103,233
1993-94	9,873	21,553	48,034	18,004	5,809	2,083	1,415	2,187	108,958
1994-95	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237	90,300

HEARING IMPAIRMENTS

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	11,728	13,139	19,127	5,319	1,970	6,471	688	193	58,635
1986-87	11,987	13,930	18,399	2,713	2,075	5,591	655	235	55,585
1987-88	13,613	11,632	19,615	3,859	2,140	4,236	536	131	55,762
1988-89	14,791	11,573	18,446	3,134	1,555	4,970	430	128	55,027
1989-90	15,146	10,170	17,782	3,908	2,028	6,423	479	117	56,053
1990-91	16,157	11,844	19,693	3,504	1,988	6,261	383	315	60,145
1991-92	16,469	12,477	19,017	3,512	2,327	6,548	474	80	60,904
1992-93	18,276	12,227	17,435	3,448	1,674	8,146	542	234	61,982
1993-94	20,266	13,230	20,295	2,701	1,963	7,030	531	147	66,163
1994-95	22,539	12,443	18,381	2,447	1,850	5,894	652	133	64,339

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ORTHOPEDIC IMPAIRMENTS

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	14,877	9,090	15,378	6,421	1,193	358	232	4,202	51,751
1986-87	11,255	10,738	15,260	3,985	1,273	252	231	3,429	46,423
1987-88	13,128	8,509	15,004	4,965	1,282	210	240	3,916	47,254
1988-89	13,648	8,668	15,605	3,905	1,257	148	195	3,223	46,649
1989-90	14,410	9,199	16,867	3,915	914	204	272	2,890	48,671
1990-91	15,089	11,349	16,858	3,595	922	154	205	2,862	51,034
1991-92	16,410	10,632	17,374	2,849	828	133	318	2,074	50,618
1992-93	18,557	10,581	18,014	2,757	771	194	104	1,854	52,832
1993-94	21,397	11,819	19,018	2,264	742	172	89	1,675	57,176
1994-95	23,607	12,442	19,095	2,654	733	162	90	1,589	60,372

OTHER HEALTH IMPAIRMENTS

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	14,096	10,164	12,604	2,267	896	1,485	417	9,522	51,451
1986-87	13,882	12,921	9,032	1,647	746	250	350	6,709	45,537
1987-88	14,764	10,062	9,058	3,765	832	187	199	9,437	48,304
1988-89	15,864	10,781	10,405	3,258	853	197	218	11,424	53,000
1989-90	16,712	11,952	13,041	3,284	873	195	367	7,026	53,450
1990-91	17,802	16,319	15,469	3,323	979	283	289	4,489	58,953
1991-92	19,266	15,062	11,678	1,142	648	83	194	6,448	54,521
1992-93	26,233	17,969	13,477	1,090	527	170	143	5,956	65,565
1993-94	33,469	22,581	17,818	1,049	464	102	201	7,885	83,569
1994-95	45,439	30,952	19,751	1,210	608	120	215	8,522	106,817

VISUAL IMPAIRMENTS

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	8,080	6,167	4,392	2,539	388	2,624	240	173	24,603
1986-87	7,681	6,884	5,020	614	634	2,228	289	168	23,518
1987-88	8,260	5,602	4,548	794	385	1,900	286	122	21,897
1988-89	8,684	5,539	4,431	803	212	1,962	84	108	21,823
1989-90	9,250	5,561	4,960	778	274	2,181	375	129	23,508
1990-91	11,177	6,159	5,295	925	410	2,125	219	260	26,570
1991-92	9,937	5,325	4,923	767	1,370	2,379	286	106	25,093
1992-93	10,769	4,987	4,266	930	399	2,029	191	120	23,691
1993-94	11,252	5,299	4,567	630	404	2,366	173	135	24,826
1994-95	11,534	5,295	4,322	729	474	2,384	234	132	25,104

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AUTISM

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1991-92	472	700	4,894	2,728	914	92	247	88	10,135
1992-93	1,381	1,477	7,660	3,113	1,107	180	307	94	15,319
1993-94	1,813	1,531	10,309	3,169	1,260	324	405	93	18,904
1994-95	2,434	2,127	12,518	3,433	1,479	152	505	125	22,773

DEAF-BLINDNESS

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	175	474	540	279	64	712	223	29	2,496
1986-87	129	445	786	250	60	365	97	29	2,161
1987-88	138	113	549	291	38	334	42	58	1,563
1988-89	172	79	445	353	33	333	55	18	1,488
1989-90	158	323	591	273	54	522	41	18	1,980
1990-91	155	95	477	284	64	352	20	32	1,479
1991-92	82	87	510	235	63	360	42	25	1,404
1992-93	194	153	497	247	89	363	26	15	1,584
1993-94	102	106	459	255	67	275	32	29	1,325
1994-95	129	120	501	265	50	248	36	35	1,384

TRAUMATIC BRAIN INJURY

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1991-92	152	171	453	41	972	2	68	47	1,906
1992-93	546	657	943	119	823	30	117	87	3,322
1993-94	1,245	1,312	1,686	168	852	12	133	167	5,575
1994-95	1,883	1,748	2,203	226	812	21	141	212	7,246

ALL DISABILITIES

YEAR	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR	TOTAL
1985-86	1,025,918	1,732,562	981,261	141,276	52,490	38,223	15,474	29,474	4,016,678
1986-87	1,073,604	1,734,417	1,010,733	124,029	53,948	22,916	15,270	31,546	4,066,463
1987-88	1,176,191	1,628,586	1,006,280	144,180	55,774	21,053	12,344	29,202	4,073,610
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

October 1, 1996.

Table AC1

Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5 During the 1994-95 School Year

STATE	-------EMPLOYED------- FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--- FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	724	42	20	786	531	17
ALASKA	49	27	1	77	43	24
ARIZONA	214	85	7	306	175	79
ARKANSAS	101	141	19	261	23	59
CALIFORNIA	1,599	143	11	1,753	1,553	87
COLORADO	112	42	0	154	27	3
CONNECTICUT	.	.	.	.	.	.
DELAWARE	120	15	136	271	110	9
DISTRICT OF COLUMBIA	61	4	5	70	61	3
FLORIDA	1,461	76	33	1,570	1,310	35
GEORGIA	463	14	9	486	395	4
HAWAII	110	17	0	127	107	8
IDAHO	164	4	3	171	139	1
ILLINOIS	706	31	11	748	555	18
INDIANA	397	44	2	443	308	30
IOWA	303	27	1	331	266	3
KANSAS	299	.	6	305	252	.
KENTUCKY	1,569	166	41	1,776	1,393	68
LOUISIANA	434	344	6	784	395	246
MAINE	192	8	2	201	171	4
MARYLAND	380	29	4	412	363	23
MASSACHUSETTS	482	.	6	488	467	.
MICHIGAN	819	42	1	861	561	23
MINNESOTA	610	65	8	683	595	45
MISSISSIPPI	229	25	9	263	198	10
MISSOURI	562	75	2	639	274	32
MONTANA	77	4	9	90	21	1
NEBRASKA	97	10	1	109	92	0
NEVADA	268	25	5	298	237	21
NEW HAMPSHIRE	82	7	0	89	74	6
NEW JERSEY	956	0	3	959	955	0
NEW MEXICO	152	34	3	189	81	13
NEW YORK	2,651	1,081	127	3,858	2,288	704
NORTH CAROLINA	552	106	28	685	467	85
NORTH DAKOTA	88	2	3	93	83	2
OHIO	1,351	0	94	1,445	729	0
OKLAHOMA	238	15	1	254	209	13
OREGON	38	42	15	95	35	35
PENNSYLVANIA	1,136	2	2	1,141	982	0
PUERTO RICO	103	0	0	103	103	0
RHODE ISLAND	117	2	2	121	106	0
SOUTH CAROLINA	560	46	21	626	464	24
SOUTH DAKOTA	136	1	2	140	119	0
TENNESSEE	305	5	1	310	305	5
TEXAS	.	.	.	.	.	.
UTAH	114	33	3	150	103	29
VERMONT	119	2	0	121	96	1
VIRGINIA	1,327	219	21	1,567	1,265	196
WASHINGTON	589	27	2	618	511	18
WEST VIRGINIA	142	30	7	179	129	24
WISCONSIN	619	28	0	648	521	26
WYOMING	56	0	0	56	.	.
AMERICAN SAMOA	4	11	0	15	4	11
GUAM	6	0	1	7	6	0
NORTHERN MARIANAS	41	.	7	48	29	.
PALAU	1	1	0	2	1	1
VIRGIN ISLANDS	12	0	1	13	12	0
BUR. OF INDIAN AFFAIRS	300	22	12	334	284	11
U.S. AND OUTLYING AREAS	24,396	3,219	713	28,328	20,583	2,057
50 STATES, D.C. & P.R.	24,032	3,185	692	27,909	20,247	2,034

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AC2

Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 6-21 During the 1994-95 School Year

STATE	-------EMPLOYED------- FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--- FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	4,839	238	50	5,126	4,436	176
ALASKA	929	279	8	1,216	797	246
ARIZONA	3,412	408	69	3,888	3,205	332
ARKANSAS	2,873	175	101	3,149	2,430	82
CALIFORNIA	19,309	3,435	475	23,219	18,059	1,981
COLORADO	2,745	507	15	3,267	2,060	289
CONNECTICUT	5,147	0	0	5,147	.	.
DELAWARE	1,183	172	0	1,355	1,105	156
DISTRICT OF COLUMBIA	767	14	56	837	767	13
FLORIDA	12,769	1,516	160	14,444	11,472	899
GEORGIA	7,744	343	72	8,159	6,999	189
HAWAII	1,005	250	0	1,255	1,005	117
IDAHO	1,265	15	27	1,307	1,151	11
ILLINOIS	17,512	273	466	18,251	13,416	96
INDIANA	4,671	668	7	5,346	4,100	501
IOWA	3,648	579	2	4,229	3,203	70
KANSAS	3,001	.	39	3,040	2,607	.
KENTUCKY	4,191	254	73	4,518	3,505	138
LOUISIANA	5,243	2,095	108	7,446	4,684	1,327
MAINE	1,793	101	17	1,911	1,643	56
MARYLAND	6,083	415	70	6,568	5,433	316
MASSACHUSETTS	8,446	.	138	8,583	8,210	.
MICHIGAN	11,407	489	25	11,921	7,858	255
MINNESOTA	7,020	577	41	7,638	6,571	404
MISSISSIPPI	3,537	376	118	4,031	3,245	174
MISSOURI	7,509	831	72	8,412	5,965	360
MONTANA	756	42	86	884	208	5
NEBRASKA	1,847	134	7	1,988	1,619	99
NEVADA	1,559	52	11	1,621	1,312	30
NEW HAMPSHIRE	1,420	154	12	1,586	1,303	110
NEW JERSEY	12,676	0	49	12,725	11,552	0
NEW MEXICO	3,120	284	27	3,431	505	44
NEW YORK	25,333	6,050	493	31,875	23,980	4,183
NORTH CAROLINA	6,554	675	112	7,340	6,033	454
NORTH DAKOTA	891	29	18	938	842	24
OHIO	12,618	180	251	13,049	11,857	0
OKLAHOMA	3,668	92	8	3,768	3,423	47
OREGON	3,474	59	90	3,622	3,074	33
PENNSYLVANIA	12,614	5	11	12,629	11,745	3
PUERTO RICO	2,667	17	11	2,695	0	0
RHODE ISLAND	1,320	3	2	1,325	1,276	1
SOUTH CAROLINA	3,920	316	99	4,335	3,496	174
SOUTH DAKOTA	958	11	3	972	818	6
TENNESSEE	4,100	0	19	4,119	4,100	0
TEXAS	27,504	2,490	.	29,994	23,677	1,223
UTAH	1,762	63	6	1,831	1,638	34
VERMONT	647	2	2	651	581	0
VIRGINIA	8,636	919	75	9,630	7,838	569
WASHINGTON	4,309	55	34	4,399	3,844	37
WEST VIRGINIA	2,305	227	22	2,553	2,189	160
WISCONSIN	5,949	188	36	6,173	4,836	121
WYOMING	716	0	2	718	.	.
AMERICAN SAMOA	15	37	2	54	15	29
GUAM	156	2	17	175	136	0
NORTHERN MARIANAS	41	.	7	48	29	.
PALAU	13	14	3	30	13	13
VIRGIN ISLANDS	130	75	25	230	130	75
BUR. OF INDIAN AFFAIRS	300	22	12	334	284	11
U.S. AND OUTLYING AREAS	300,024	26,206	3,756	329,986	256,277	15,671
50 STATES, D.C. & P.R.	299,369	26,056	3,690	329,114	255,670	15,543

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

	SPECIFIC LEARNING DISABILITIES			SPEECH OR LANGUAGE IMPAIRMENTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	1,478	58	10	473	7	7
ARIZONA	651	95	8	219	18	11
ARKANSAS	1,434	97	8	445	9	77
COLORADO	1,523	294	6	.	.	.
CONNECTICUT	2,285	0	0	732	0	0
DELAWARE	0	0	0	83	16	0
DISTRICT OF COLUMBIA	356	7	24	123	1	15
ILLINOIS	4,960	97	67	2,431	76	148
INDIANA	2,178	164	0	.	.	.
IOWA	259	49	0	2	0	0
KENTUCKY	1,394	71	16	511	17	24
LOUISIANA	1,688	918	5	974	23	87
MAINE	705	42	4	343	12	7
MARYLAND	0	0	0	0	0	0
MINNESOTA	2,382	117	5	1,285	1	6
MISSISSIPPI	2,068	220	41	591	68	47
MISSOURI	3,571	282	14	1,224	27	29
MONTANA	439	25	50	153	9	17
NEBRASKA	60	9	1	4	5	4
NEVADA	995	35	4	193	0	3
NEW HAMPSHIRE	675	55	4	233	13	2
NEW MEXICO	.	.	.	.	.	.
NORTH CAROLINA	2,499	190	25	819	79	39
NORTH DAKOTA	336	16	5	200	1	5
OHIO	3,808	50	70	1,337	20	42
OKLAHOMA	1,692	21	4	173	14	1
PUERTO RICO	204	0	0	14	0	0
SOUTH CAROLINA	1,642	140	18	405	4	36
TENNESSEE	1,999	0	5	489	0	4
VERMONT	324	1	0	0	0	0
VIRGINIA	4,223	361	25	836	67.	18
WEST VIRGINIA	1,038	74	3	.	.	.

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

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Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

	MENTAL RETARDATION			SERIOUS EMOTIONAL DISTURBANCE		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	1,660	44	8	413	40	11
ARIZONA	420	43	7	231	38	5
ARKANSAS	682	53	11	28	2	0
COLORADO	222	42	2	441	89	3
CONNECTICUT	699	0	0	865	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	100	3	0	87	1	15
ILLINOIS	2,076	16	66	2,264	53	85
INDIANA	1,458	336	4	600	137	0
IOWA	496	45	1	433	115	0
KENTUCKY	1,358	87	16	299	38	9
LOUISIANA	1,048	456	4	463	334	4
MAINE	180	9	1	317	23	4
MARYLAND	0	0	0	0	0	0
MINNESOTA	1,613	71	4	1,376	340	18
MISSISSIPPI	626	50	17	22	4	0
MISSOURI	1,418	229	6	872	264	16
MONTANA	51	3	6	47	3	5
NEBRASKA	37	9	1	68	3	0
NEVADA	141	2	1	97	6	2
NEW HAMPSHIRE	133	13	1	167	52	2
NEW MEXICO	.	.	.	.	.	.
NORTH CAROLINA	1,704	156	11	747	186	19
NORTH DAKOTA	227	0	1	76	6	5
OHIO	3,884	24	84	1,298	46	21
OKLAHOMA	1,075	19	1	268	19	2
PUERTO RICO	536	3	0	61	1	0
SOUTH CAROLINA	1,097	88	16	367	42	13
TENNESSEE	749	0	2	185	0	1
VERMONT	112	1	0	110	0	2
VIRGINIA	1,508	143	12	1,077	160	12
WEST VIRGINIA	834	67	6	219	52	4

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

	MULTIPLE DISABILITIES			HEARING IMPAIRMENTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	142	4	7	171	4	2
ARIZONA	92	8	2	165	10	10
ARKANSAS	59	4	0	63	1	0
COLORADO	252	48	2	106	7	0
CONNECTICUT	.	.	.	79	0	0
DELAWARE	0	0	0	34	8	0
DISTRICT OF COLUMBIA	65	0	0	0	2	2
ILLINOIS	178	.	.	668	10	7
INDIANA	111	15	0	188	7	3
IOWA	87	19	0	101	8	0
KENTUCKY	102	6	0	114	3	4
LOUISIANA	79	48	2	174	40	2
MAINE	149	10	1	32	3	0
MARYLAND	0	0	0	0	0	0
MINNESOTA	.	.	.	212	4	1
MISSISSIPPI	54	5	2	64	4	8
MISSOURI	55	0	0	130	9	1
MONTANA	23	1	3	10	1	1
NEBRASKA	10	7	0	23	2	0
NEVADA	53	1	1	29	1	1
NEW HAMPSHIRE	76	6	0	23	1	0
NEW MEXICO	.	.	.	.	.	.
NORTH CAROLINA	131	13	2	245	8	8
NORTH DAKOTA	0	0	0	27	5	0
OHIO	1,666	30	18	254	1	6
OKLAHOMA	224	11	0	94	0	0
PUERTO RICO	114	0	0	63	0	0
SOUTH CAROLINA	31	8	2	127	7	4
TENNESSEE	143	0	2	123	0	1
VERMONT	23	0	0	10	0	0
VIRGINIA	302	55	5	212	6	1
WEST VIRGINIA	.	.	.	73	11	4

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

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Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

STATE	ORTHOPEDIC IMPAIRMENTS			OTHER HEALTH IMPAIRMENTS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	18	0	0	31	6	0
ARIZONA	34	2	0	7	0	0
ARKANSAS	8	1	0	111	7	1
COLORADO	137	22	1	.	.	.
CONNECTICUT	40	0	0	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	0	0	8	0	0
ILLINOIS	307	19	4	.	.	.
INDIANA	59	2	0	.	.	.
IOWA	23	2	0	0	0	0
KENTUCKY	13	2	0	42	2	1
LOUISIANA	82	28	0	137	75	0
MAINE	7	0	0	36	1	0
MARYLAND	0	0	0	.	.	.
MINNESOTA	32	32	1	14	.	1
MISSISSIPPI	79	13	0	.	.	.
MISSOURI	125	8	7	0	0	0
MONTANA	4	0	0	20	1	2
NEBRASKA	2	0	0	7	0	0
NEVADA	14	0	0	15	6	0
NEW HAMPSHIRE	23	1	0	70	7	2
NEW MEXICO	.	.	.	.	.	.
NORTH CAROLINA	53	4	0	122	10	2
NORTH DAKOTA	2	0	0	1	0	0
OHIO	205	10	11	0	0	0
OKLAHOMA	21	1	0	37	3	0
PUERTO RICO	19	0	0	6	0	0
SOUTH CAROLINA	68	6	3	10	1	1
TENNESSEE	84	0	1	210	0	1
VERMONT	8	0	0	25	0	0
VIRGINIA	77	7	0	55	16	0
WEST VIRGINIA	28	2	1	34	1	0

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

	VISUAL IMPAIRMENTS			AUTISM		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	50	8	1	13	0	0
ARIZONA	68	5	6	4	2	0
ARKANSAS	31	0	3	11	1	0
COLORADO	40	3	1	7	1	0
CONNECTICUT	19	0	0	.	.	.
DELAWARE	5	6	0	23	4	0
DISTRICT OF COLUMBIA	13	0	0	10	0	0
ILLINOIS	226	2	4	30	.	.
INDIANA	77	7	0	.	.	.
IOWA	27	3	1	13	0	0
KENTUCKY	73	5	2	12	0	0
LOUISIANA	60	22	2	112	48	1
MAINE	7	0	0	10	0	0
MARYLAND	0	0	0	0	0	0
MINNESOTA	68	4	3	36	.	2
MISSISSIPPI	18	8	2	6	1	0
MISSOURI	50	12	0	55	0	0
MONTANA	3	0	0	3	0	0
NEBRASKA	6	0	1	0	0	0
NEVADA	15	0	0	4	0	0
NEW HAMPSHIRE	11	2	0	8	3	0
NEW MEXICO	.	.	.	.	.	.
NORTH CAROLINA	84	8	5	144	21	0
NORTH DAKOTA	18	0	1	3	1	1
OHIO	66	1	0	0	0	0
OKLAHOMA	47	3	0	22	1	0
PUERTO RICO	42	0	0	56	0	0
SOUTH CAROLINA	68	2	3	24	3	1
TENNESSEE	69	0	2	41	0	0
VERMONT	8	0	0	9	0	0
VIRGINIA	109	19	0	99	13	1
WEST VIRGINIA	49	3	2	20	15	0

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

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Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

STATE	DEAF-BLINDNESS EMPLOYED FULLY CERTIFIED	DEAF-BLINDNESS EMPLOYED NOT FULLY CERTIFIED	DEAF-BLINDNESS VACANT POSITIONS	TRAUMATIC BRAIN INJURY EMPLOYED FULLY CERTIFIED	TRAUMATIC BRAIN INJURY EMPLOYED NOT FULLY CERTIFIED	TRAUMATIC BRAIN INJURY VACANT POSITIONS
ALABAMA	1	0	0	5	0	0
ARIZONA	.	.	.	0	0	0
ARKANSAS	0	0	0	3	0	0
COLORADO	10	1	0	7	1	0
CONNECTICUT	0	0	0	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.
INDIANA	.	.	.	.	.	.
IOWA	0	0	0	0	0	0
KENTUCKY	1	0	0	5	0	0
LOUISIANA	3	1	0	4	4	0
MAINE	2	0	0	5	0	0
MARYLAND	0	0	0	0	0	0
MINNESOTA	.	.	.	2	.	.
MISSISSIPPI	7	2	0	2	1	0
MISSOURI	9	0	0	0	0	0
MONTANA	1	0	0	2	0	0
NEBRASKA	0	0	0	1	0	0
NEVADA	0	1	0	1	0	0
NEW HAMPSHIRE	2	1	0	1	0	0
NEW MEXICO	.	.	.	.	.	.
NORTH CAROLINA	1	0	0	6	1	1
NORTH DAKOTA	2	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	3	0	0	11	0	0
PUERTO RICO	11	0	0	0	0	0
SOUTH CAROLINA	0	0	0	2	0	0
TENNESSEE	2	0	0	7	0	0
VERMONT	6	0	0	3	0	0
VIRGINIA	1	0	0	6	1	0
WEST VIRGINIA	4	1	1	5	1	1

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1994-95 School Year

STATE	CROSS CATEGORICAL EMPLOYED FULLY CERTIFIED	CROSS CATEGORICAL EMPLOYED NOT FULLY CERTIFIED	CROSS CATEGORICAL VACANT POSITIONS
ALABAMA	383	67	4
ARIZONA	1,521	187	20
ARKANSAS	.	.	.
COLORADO	1,521	187	20
CONNECTICUT	428	.	0
DELAWARE	1,038	138	0
DISTRICT OF COLUMBIA	0	0	0
ILLINOIS	4,373	.	85
INDIANA	.	.	.
IOWA	2,208	338	0
KENTUCKY	267	25	2
LOUISIANA	421	99	0
MAINE	.	.	.
MARYLAND	6,083	415	70
MINNESOTA	.	.	.
MISSISSIPPI	.	.	.
MISSOURI	0	0	0
MONTANA	.	.	.
NEBRASKA	1,628	99	1
NEVADA	.	.	.
NEW HAMPSHIRE	.	.	.
NEW MEXICO	3,120	284	27
NORTH CAROLINA	.	.	.
NORTH DAKOTA	0	0	0
OHIO	101	0	0
OKLAHOMA	.	.	.
PUERTO RICO	1,541	13	11
SOUTH CAROLINA	80	15	1
TENNESSEE	0	0	0
VERMONT	9	0	0
VIRGINIA	131	71	1
WEST VIRGINIA	.	.	.

States were allowed to use their own classification scheme in identifying special education teachers. Twenty-six States and Outlying Areas used schemes other than the Federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

October 1, 1996.

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	SCHOOL SOCIAL WORKERS			OCCUPATIONAL THERAPISTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	6	0	0	46	0	4
ALASKA	3	0	0	30	3	0
ARIZONA	91	4	0	69	3	25
ARKANSAS	5	1	2	28	19	37
CALIFORNIA	43	1	0	68	1	5
COLORADO	281	12	1	142	6	10
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	2	0	0
DISTRICT OF COLUMBIA	64	1	5	28	0	2
FLORIDA	342	0	5	194	2	40
GEORGIA	146	6	0	95	0	14
HAWAII	45	0	1	15	0	0
IDAHO	53	0	0	32	0	6
ILLINOIS	1,945	173	23	406	.	.
INDIANA	50	2	0	107	4	2
IOWA	207	1	0	54	0	5
KANSAS	187	.	3	77	.	22
KENTUCKY	19	2	0	44	0	14
LOUISIANA	256	7	9	109	1	13
MAINE	131	0	1	82	1	3
MARYLAND	224	2	19	134	2	10
MASSACHUSETTS	661	.	15	221	.	11
MICHIGAN	952	100	0	323	1	0
MINNESOTA	608	.	2	276	.	3
MISSISSIPPI	19	1	8	19	0	3
MISSOURI	69	0	0	103	0	0
MONTANA	8	1	0	16	0	2
NEBRASKA	8	0	0	23	0	1
NEVADA	3	0	0	14	0	1
NEW HAMPSHIRE	40	10	2	102	1	3
NEW JERSEY	1,458	0	9	192	0	12
NEW MEXICO	52	1	2	129	0	23
NEW YORK	2,186	187	62	1,267	.	303
NORTH CAROLINA	179	19	6	128	0	22
NORTH DAKOTA	44	0	0	37	0	1
OHIO	0	0	0	224	11	33
OKLAHOMA	7	0	0	49	1	7
OREGON	35	0	6	110	4	4
PENNSYLVANIA	160	0	2	202	0	1
PUERTO RICO	112	3	2	13	0	0
RHODE ISLAND	102	0	0	49	0	0
SOUTH CAROLINA	56	11	4	50	0	7
SOUTH DAKOTA	11	0	0	62	0	2
TENNESSEE	28	1	0	59	0	0
TEXAS	11	54	.	5	164	.
UTAH	22	1	0	25	0	4
VERMONT	19	0	1	14	1	2
VIRGINIA	402	16	4	186	1	24
WASHINGTON	111	1	0	284	1	17
WEST VIRGINIA	2	0	0	18	0	4
WISCONSIN	425	3	6	277	17	4
WYOMING	63	0	2	35	0	3
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	5	0	0	3	0	4
NORTHERN MARIANAS	.	.	1	1	.	3
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	3	8	4	1	1	1
BUR. OF INDIAN AFFAIRS	18	3	2	13	0	4
U.S. AND OUTLYING AREAS	11,977	630	207	6,291	245	720
50 STATES, D.C. & P.R.	11,951	619	200	6,273	244	708

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS			PHYSICAL THERAPISTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	2	0	0	34	1	4
ALASKA	1	0	0	20	0	0
ARIZONA	11	0	1	17	0	12
ARKANSAS	1	0	0	32	15	34
CALIFORNIA	1	0	0	22	1	2
COLORADO	4	.	0	45	3	5
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	3	0	0
DISTRICT OF COLUMBIA	12	0	1	11	0	1
FLORIDA	17	0	1	136	0	27
GEORGIA	19	1	0	97	0	5
HAWAII	0	0	0	15	0	0
IDAHO	0	0	0	25	0	3
ILLINOIS	10	.	.	233	.	.
INDIANA	14	0	1	92	4	1
IOWA	7	0	1	36	0	7
KANSAS	0	.	0	47	.	15
KENTUCKY	2	0	0	42	1	12
LOUISIANA	1	0	0	72	0	15
MAINE	3	0	0	38	0	1
MARYLAND	33	13	2	91	1	4
MASSACHUSETTS	.	.	.	122	.	7
MICHIGAN	3	0	0	179	0	1
MINNESOTA	.	.	.	116	.	2
MISSISSIPPI	5	0	1	29	0	5
MISSOURI	0	0	0	46	0	0
MONTANA	0	0	0	13	1	1
NEBRASKA	.	.	.	18	0	3
NEVADA	6	0	0	14	0	1
NEW HAMPSHIRE	7	2	0	36	1	0
NEW JERSEY	7	0	0	143	0	8
NEW MEXICO	4	0	0	44	0	7
NEW YORK	49	.	4	893	.	181
NORTH CAROLINA	28	19	1	105	0	16
NORTH DAKOTA	2	0	0	20	0	0
OHIO	0	0	0	170	11	29
OKLAHOMA	2	0	0	59	0	8
OREGON	10	10	9	76	1	6
PENNSYLVANIA	7	0	0	163	0	3
PUERTO RICO	0	0	0	4	0	0
RHODE ISLAND	0	1	0	33	0	0
SOUTH CAROLINA	2	0	0	42	0	6
SOUTH DAKOTA	8	0	0	42	0	1
TENNESSEE	5	0	0	54	0	0
TEXAS	6	1	.	8	88	.
UTAH	3	0	0	22	0	2
VERMONT	0	0	0	10	0	0
VIRGINIA	27	0	0	142	4	13
WASHINGTON	0	0	0	152	3	13
WEST VIRGINIA	0	0	0	19	0	4
WISCONSIN	0	.	.	171	7	8
WYOMING	.	.	.	23	0	2
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	3	0	3
NORTHERN MARIANAS	1	.	.	.	.	1
PALAU	0	0	0	1	0	1
VIRGIN ISLANDS	0	0	0	2	0	1
BUR. OF INDIAN AFFAIRS	0	2	1	5	0	5
U.S. AND OUTLYING AREAS	321	49	23	4,088	142	485
50 STATES, D.C. & P.R.	318	47	22	4,077	142	474

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

STATE	TEACHER AIDES EMPLOYED FULLY CERTIFIED	TEACHER AIDES EMPLOYED NOT FULLY CERTIFIED	TEACHER AIDES VACANT POSITIONS	PHYSICAL TEACHERS EMPLOYED FULLY CERTIFIED	PHYSICAL TEACHERS EMPLOYED NOT FULLY CERTIFIED	PHYSICAL TEACHERS VACANT POSITIONS
ALABAMA	1,663	242	32	128	2	0
ALASKA	40	302	1	8	1	0
ARIZONA	1,287	1,721	69	63	8	0
ARKANSAS	1,226	0	31	15	1	1
CALIFORNIA	19,480	5,086	352	740	30	8
COLORADO	2,673	.	0	40	1	0
CONNECTICUT	3,947	0	0	.	.	.
DELAWARE	84	0	0	0	0	0
DISTRICT OF COLUMBIA	327	.	66	45	1	5
FLORIDA	9,151	0	90	156	10	3
GEORGIA	4,281	118	17	51	0	1
HAWAII	649	36	3	1	1	0
IDAHO	1,516	0	34	24	0	3
ILLINOIS	14,976	.	68	151	.	.
INDIANA	3,967	0	6	27	2	0
IOWA	3,105	0	2	23	0	1
KANSAS	5,148	.	31	47	.	4
KENTUCKY	1,421	1,012	21	62	0	0
LOUISIANA	5,736	20	40	370	65	2
MAINE	1,899	105	9	10	1	0
MARYLAND	3,590	0	38	117	9	2
MASSACHUSETTS	6,853	.	.	152	.	1
MICHIGAN	2,672	7	1	80	4	0
MINNESOTA	6,958	.	4	270	52	2
MISSISSIPPI	897	0	9	15	3	0
MISSOURI	4,302	0	0	27	0	0
MONTANA	823	0	15	8	0	0
NEBRASKA	1,818	.	4	0	0	0
NEVADA	727	114	5	36	1	0
NEW HAMPSHIRE	1,538	1,019	4	18	3	0
NEW JERSEY	7,625	0	119	291	0	5
NEW MEXICO	1,084	84	64	15	0	1
NEW YORK	13,450	.	99	1,024	200	5
NORTH CAROLINA	4,986	11	47	38	0	4
NORTH DAKOTA	867	5	1	10	1	0
OHIO	3,273	65	123	140	7	8
OKLAHOMA	1,484	190	13	18	0	0
OREGON	2,077	1,248	50	99	2	0
PENNSYLVANIA	5,960	0	4	77	0	0
PUERTO RICO	79	0	1	111	9	3
RHODE ISLAND	926	0	0	104	0	0
SOUTH CAROLINA	2,049	249	11	45	0	1
SOUTH DAKOTA	795	0	3	18	0	0
TENNESSEE	2,848	0	0	18	0	0
TEXAS	391	15,004	.	.	.	.
UTAH	414	1,113	5	21	0	0
VERMONT	2,107	0	12	21	1	0
VIRGINIA	5,437	108	18	120	0	0
WASHINGTON	4,432	232	28	38	1	0
WEST VIRGINIA	1,039	0	6	19	0	0
WISCONSIN	4,573	96	8	294	6	1
WYOMING	875	0	0	15	0	0
AMERICAN SAMOA	3	0	0	0	0	0
GUAM	0	143	0	0	0	0
NORTHERN MARIANAS	51	.	2	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	42	64	19	2	1	1
BUR. OF INDIAN AFFAIRS	240	117	12	15	5	1
U.S. AND OUTLYING AREAS	179,855	28,511	1,594	5,236	425	62
50 STATES, D.C. & P.R.	179,520	28,187	1,561	5,219	419	60

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
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October 1, 1996.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

STATE	SUPERVISORS/ADMINISTRATORS			OTHER PROFESSIONAL STAFF		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	206	2	5	148	19	2
ALASKA	32	1	0	90	22	0
ARIZONA	247	23	4	130	31	6
ARKANSAS	167	20	4	79	1	3
CALIFORNIA	751	2	1	2,810	119	53
COLORADO	115	17	1	202	23	0
CONNECTICUT	100	0	0	.	.	.
DELAWARE	7	0	0	0	0	0
DISTRICT OF COLUMBIA	113	0	0	111	0	0
FLORIDA	383	0	4	1,511	0	10
GEORGIA	299	1	2	301	3	1
HAWAII	14	0	0	14	0	0
IDAHO	84	2	0	0	0	0
ILLINOIS	791	4	7	926	.	12
INDIANA	260	10	3	1,342	0	0
IOWA	141	2	1	420	25	3
KANSAS	57	.	0	158	.	2
KENTUCKY	169	2	4	109	0	1
LOUISIANA	242	6	1	255	22	4
MAINE	143	8	2	117	10	0
MARYLAND	322	9	9	285	27	4
MASSACHUSETTS	336	.	5	1,719	.	43
MICHIGAN	481	63	1	297	6	0
MINNESOTA	149	.	1	276	.	2
MISSISSIPPI	183	0	5	130	12	7
MISSOURI	204	0	0	153	0	0
MONTANA	35	3	1	10	7	3
NEBRASKA	73	0	0	35	0	0
NEVADA	50	1	2	129	0	0
NEW HAMPSHIRE	152	9	0	271	7	5
NEW JERSEY	880	0	13	301	0	5
NEW MEXICO	55	5	0	21	1	3
NEW YORK	2,550	86	36	3,157	103	88
NORTH CAROLINA	246	11	7	396	38	14
NORTH DAKOTA	66	3	0	0	0	0
OHIO	441	11	15	0	0	0
OKLAHOMA	146	1	4	261	32	0
OREGON	216	7	3	201	29	5
PENNSYLVANIA	1,278	2	3	1,037	1	1
PUERTO RICO	87	0	8	26	0	12
RHODE ISLAND	63	1	1	128	0	0
SOUTH CAROLINA	170	6	3	149	4	4
SOUTH DAKOTA	83	0	1	40	1	1
TENNESSEE	138	3	0	297	0	0
TEXAS	.	.	.	18	24	.
UTAH	42	0	0	24	6	0
VERMONT	63	2	0	35	0	0
VIRGINIA	371	13	3	450	22	9
WASHINGTON	253	5	0	247	13	4
WEST VIRGINIA	75	0	0	98	1	3
WISCONSIN	237	12	0	0	0	0
WYOMING	66	0	0	27	0	0
AMERICAN SAMOA	7	1	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	4	.	.
PALAU	.	.	.	0	0	0
VIRGIN ISLANDS	6	0	6	2	0	2
BUR. OF INDIAN AFFAIRS	32	6	3	17	3	0
U.S. AND OUTLYING AREAS	13,877	357	164	18,965	612	310
50 STATES, D.C. & P.R.	13,832	350	155	18,942	609	308

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
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October 1, 1996.

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	PSYCHOLOGISTS			DIAGNOSTIC & EVALUATION STAFF		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	48	0	2	140	1	7
ALASKA	72	2	3	0	0	0
ARIZONA	421	8	14	44	1	1
ARKANSAS	10	1	1	103	10	3
CALIFORNIA	2,328	31	24	150	2	1
COLORADO	387	23	4	.	.	.
CONNECTICUT	657	0	0	.	.	.
DELAWARE	89	7	0	0	0	0
DISTRICT OF COLUMBIA	100	1	24	20	0	2
FLORIDA	672	0	17	179	0	0
GEORGIA	472	3	8	124	0	0
HAWAII	6	1	0	139	0	7
IDAHO	114	2	6	6	0	0
ILLINOIS	1,413	92	66	28	.	.
INDIANA	422	4	0	62	0	2
IOWA	330	17	0	31	0	0
KANSAS	406	.	7	12	.	0
KENTUCKY	159	3	7	64	0	8
LOUISIANA	280	10	18	414	3	7
MAINE	92	4	0	57	2	0
MARYLAND	309	1	7	239	2	4
MASSACHUSETTS	529	.	10	.	.	.
MICHIGAN	795	34	0	.	.	.
MINNESOTA	461	15	2	205	.	.
MISSISSIPPI	54	1	2	110	5	3
MISSOURI	16	0	0	448	14	3
MONTANA	90	6	1	0	0	0
NEBRASKA	159	0	0	2	0	0
NEVADA	136	0	4	1	0	0
NEW HAMPSHIRE	105	4	0	101	2	0
NEW JERSEY	1,180	0	13	3,982	0	19
NEW MEXICO	40	9	2	162	0	3
NEW YORK	3,270	365	180	1,358	21	83
NORTH CAROLINA	441	7	40	136	1	13
NORTH DAKOTA	33	1	3	8	0	0
OHIO	1,018	5	14	164	0	0
OKLAHOMA	91	2	1	62	0	3
OREGON	221	5	16	77	10	12
PENNSYLVANIA	818	0	2	17	0	0
PUERTO RICO	11	0	0	42	0	3
RHODE ISLAND	139	0	1	106	0	1
SOUTH CAROLINA	286	6	12	6	0	0
SOUTH DAKOTA	49	3	1	8	0	0
TENNESSEE	245	0	0	56	0	0
TEXAS	248	49	.	2,087	41	.
UTAH	100	2	3	7	0	0
VERMONT	37	1	1	14	0	0
VIRGINIA	510	9	7	90	5	0
WASHINGTON	778	1	15	0	0	0
WEST VIRGINIA	109	1	3	73	0	0
WISCONSIN	748	2	0	264	36	0
WYOMING	53	0	1	.	.	.
AMERICAN SAMOA	0	0	0	3	0	0
GUAM	10	0	2	0	0	0
NORTHERN MARIANAS	.	.	1	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	4	7	3	5	2	3
BUR. OF INDIAN AFFAIRS	50	5	6	22	1	1
U.S. AND OUTLYING AREAS	21,620	746	550	11,429	159	187
50 STATES, D.C. & P.R.	21,555	734	538	11,399	156	183

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
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October 1, 1996.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	AUDIOLOGISTS			WORK-STUDY COORDINATORS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	8	0	0	10	1	1
ALASKA	3	0	0	0	0	0
ARIZONA	14	0	0	48	6	0
ARKANSAS	4	0	0	4	.	.
CALIFORNIA	48	1	0	38	1	0
COLORADO	33	2	0	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	4	0	0	15	0	0
FLORIDA	43	0	1	99	0	0
GEORGIA	32	0	0	18	2	0
HAWAII	0	0	1	7	0	0
IDAHO	11	0	4	20	0	0
ILLINOIS	45	.	1	.	.	.
INDIANA	14	0	0	26	3	0
IOWA	57	0	0	63	1	0
KANSAS	19	.	0	27	.	0
KENTUCKY	6	0	0	13	6	1
LOUISIANA	20	1	0	17	2	0
MAINE	9	0	0	3	0	0
MARYLAND	26	0	3	62	5	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	22	0	0	51	0	0
MINNESOTA	41	.	.	171	.	.
MISSISSIPPI	11	0	0	4	4	1
MISSOURI	12	0	0	12	0	0
MONTANA	1	1	0	2	0	0
NEBRASKA	6	0	0	28	0	1
NEVADA	5	0	0	6	0	0
NEW HAMPSHIRE	1	0	0	10	7	0
NEW JERSEY	32	0	0	42	0	2
NEW MEXICO	22	0	1	25	3	0
NEW YORK	120	4	8	67	7	2
NORTH CAROLINA	46	1	0	46	3	6
NORTH DAKOTA	4	0	0	7	1	0
OHIO	30	2	2	235	6	4
OKLAHOMA	3	0	0	51	1	0
OREGON	16	3	0	24	9	0
PENNSYLVANIA	19	0	0	25	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	2	0	0	9	1	0
SOUTH CAROLINA	14	0	0	30	2	2
SOUTH DAKOTA	6	0	0	5	0	0
TENNESSEE	26	0	0	11	0	0
TEXAS	32	14	.	.	.	.
UTAH	15	0	0	18	0	0
VERMONT	2	0	0	14	7	0
VIRGINIA	24	0	0	33	2	0
WASHINGTON	37	1	1	71	4	1
WEST VIRGINIA	6	0	0	20	1	1
WISCONSIN	11	1	0	0	0	0
WYOMING	8	0	0	.	.	.
AMERICAN SAMOA	0	0	0	0	3	0
GUAM	2	0	1	0	0	0
NORTHERN MARIANAS	1	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	2	1	1	1
BUR. OF INDIAN AFFAIRS	3	0	1	5	0	0
U.S. AND OUTLYING AREAS	975	30	26	1,487	86	22
50 STATES, D.C. & P.R.	969	30	22	1,481	82	21

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	VOCATIONAL EDUCATION TEACHERS			COUNSELORS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	150	3	1	160	0	3
ALASKA	.	.	.	11	0	0
ARIZONA	26	4	2	132	7	2
ARKANSAS	16	3	3	14	0	1
CALIFORNIA	241	8	1	290	3	12
COLORADO	5	.	0	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	38	1	3	37	0	3
FLORIDA	254	0	0	949	0	11
GEORGIA	112	1	2	126	0	1
HAWAII	8	0	0	431	11	0
IDAHO	43	0	5	41	8	8
ILLINOIS	163	.	2	814	1	.
INDIANA	42	9	0	21	0	4
IOWA	26	0	0	5	0	1
KANSAS	60	.	1	33	.	1
KENTUCKY	82	1	0	133	1	4
LOUISIANA	79	12	1	5	2	0
MAINE	13	0	0	15	1	0
MARYLAND	200	43	5	110	18	0
MASSACHUSETTS	76	.	2	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	164	.	.	10	.	.
MISSISSIPPI	39	0	1	26	1	2
MISSOURI	8	0	0	0	0	0
MONTANA	14	0	0	7	0	2
NEBRASKA	0	0	0	3	0	0
NEVADA	6	2	0	163	1	0
NEW HAMPSHIRE	31	2	0	97	7	1
NEW JERSEY	396	0	7	532	0	2
NEW MEXICO	15	0	2	41	1	4
NEW YORK	354	100	7	1,633	205	164
NORTH CAROLINA	8	0	2	280	0	6
NORTH DAKOTA	16	3	0	5	4	0
OHIO	167	5	6	0	0	0
OKLAHOMA	25	0	0	18	1	1
OREGON	51	3	0	203	12	1
PENNSYLVANIA	48	1	0	278	1	1
PUERTO RICO	144	31	9	10	0	0
RHODE ISLAND	12	0	0	80	0	0
SOUTH CAROLINA	89	2	6	43	0	2
SOUTH DAKOTA	11	0	0	19	0	2
TENNESSEE	19	0	0	68	1	0
TEXAS	35	2	.	364	38	.
UTAH	17	0	0	10	1	0
VERMONT	21	0	0	36	0	1
VIRGINIA	231	1	0	595	2	0
WASHINGTON	373	0	1	489	5	4
WEST VIRGINIA	60	1	0	36	0	0
WISCONSIN	103	0	1	.	.	3
WYOMING	.	.	.	33	0	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	0	1	4	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	3	0	1	0
BUR. OF INDIAN AFFAIRS	10	1	0	38	6	1
U.S. AND OUTLYING AREAS	4,101	239	72	8,448	338	248
50 STATES, D.C. & P.R.	4,091	235	68	8,405	331	247

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	REHABILITATION COUNSELORS			INTERPRETERS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	0	0	0	60	7	1
ALASKA	0	0	0	0	14	0
ARIZONA	10	0	0	36	21	4
ARKANSAS	0	0	8	0	0	0
CALIFORNIA	.	.	.	.	.	.
COLORADO	.	.	.	118	.	1
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	17	3	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	.	.	.	321	0	8
GEORGIA	40	0	0	94	11	1
HAWAII	4	0	0	6	0	0
IDAHO	16	0	0	28	0	0
ILLINOIS	4	.	.	.	109	4
INDIANA	8	1	0	68	1	0
IOWA	21	0	0	14	0	1
KANSAS	0	.	0	7	.	0
KENTUCKY	6	3	2	29	8	1
LOUISIANA	0	0	0	82	10	2
MAINE	0	0	0	24	17	0
MARYLAND	3	2	0	54	12	0
MASSACHUSETTS	26	.	2	.	.	.
MICHIGAN	.	.	.	67	2	0
MINNESOTA	.	.	.	214	.	.
MISSISSIPPI	4	0	0	9	13	2
MISSOURI	0	0	0	52	129	0
MONTANA	0	0	0	27	0	3
NEBRASKA	.	.	.	.	.	.
NEVADA	0	0	0	35	2	3
NEW HAMPSHIRE	47	0	3	32	4	0
NEW JERSEY	.	.	.	76	0	0
NEW MEXICO	0	0	0	22	5	4
NEW YORK	53	.	0	321	26	47
NORTH CAROLINA	9	0	2	152	15	5
NORTH DAKOTA	0	0	0	4	5	1
OHIO	0	0	0	0	0	0
OKLAHOMA	1	0	0	43	16	1
OREGON	0	0	0	165	24	9
PENNSYLVANIA	23	0	0	103	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	7	1	0
SOUTH CAROLINA	0	0	0	46	8	2
SOUTH DAKOTA	0	0	0	17	1	3
TENNESSEE	1	0	0	38	0	0
TEXAS	.	.	.	6	185	.
UTAH	0	0	0	2	3	2
VERMONT	1	0	0	17	4	0
VIRGINIA	0	0	0	68	138	4
WASHINGTON	14	0	0	180	31	2
WEST VIRGINIA	1	0	0	39	2	1
WISCONSIN	0	0	0	175	13	3
WYOMING	.	.	.	38	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	8	0
NORTHERN MARIANAS	.	.	.	.	3	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	0	1	2
BUR. OF INDIAN AFFAIRS	0	0	1	9	3	0
U.S. AND OUTLYING AREAS	293	6	23	2,921	854	118
50 STATES, D.C. & P.R.	293	6	18	2,912	839	116

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
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October 1, 1996.

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	SPEECH/ PATHOLOGISTS			SUPERVISORS/ADMINISTRATORS (SEA)		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	187	1	5	19	0	0
ALASKA	154	12	5	4	0	0
ARIZONA	325	20	24	26	0	0
ARKANSAS	0	0	0	22	0	4
CALIFORNIA	3,493	146	92	56	0	14
COLORADO	576	21	9	8	0	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	0	0	0	7	0	0
DISTRICT OF COLUMBIA	.	.	.	1	0	0
FLORIDA	1,455	34	47	41	0	0
GEORGIA	821	45	47	.	.	.
HAWAII	143	0	8	4	0	4
IDAHO	170	6	12	6	0	0
ILLINOIS	.	.	.	75	.	3
INDIANA	926	12	2	0	0	0
IOWA	479	5	1	29	0	0
KANSAS	531	.	39	96	.	2
KENTUCKY	0	0	0	13	0	0
LOUISIANA	0	0	0	59	0	3
MAINE	.	.	.	17	0	1
MARYLAND	764	23	25	0	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	.	.	.	29	0	0
MINNESOTA	.	.	.	35	.	.
MISSISSIPPI	4	0	2	25	.	.
MISSOURI	37	0	0	28	0	0
MONTANA	160	10	3	0	0	0
NEBRASKA	434	0	3	19	0	0
NEVADA	147	0	2	0	0	0
NEW HAMPSHIRE	269	8	3	11	0	2
NEW JERSEY	2,091	0	16	99	0	5
NEW MEXICO	714	20	52	3	0	0
NEW YORK	.	.	.	1	0	0
NORTH CAROLINA	0	0	0	32	0	1
NORTH DAKOTA	17	4	0	10	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	357	8	2	42	0	2
OREGON	.	.	.	15	6	1
PENNSYLVANIA	373	0	5	34	0	3
PUERTO RICO	25	0	2	37	0	16
RHODE ISLAND	208	0	1	11	0	1
SOUTH CAROLINA	354	5	45	9	5	2
SOUTH DAKOTA	.	.	.	7	0	0
TENNESSEE	72	0	0	23	0	0
TEXAS	1,777	428	.	.	.	.
UTAH	125	12	10	10	0	0
VERMONT	183	6	6	0	0	0
VIRGINIA	446	43	18	0	0	0
WASHINGTON	864	10	29	11	0	1
WEST VIRGINIA	386	32	18	11	4	0
WISCONSIN	1,431	3	18	31	0	3
WYOMING	171	0	4	6	0	1
AMERICAN SAMOA	0	1	0	2	0	0
GUAM	6	0	3	2	0	0
NORTHERN MARIANAS	1	.	2	3	.	.
PALAU	0	0	0	1	0	1
VIRGIN ISLANDS	9	15	5	6	9	5
BUR. OF INDIAN AFFAIRS	78	7	7	10	0	0
U.S. AND OUTLYING AREAS	20,761	937	570	1,047	24	74
50 STATES, D.C. & P.R.	20,667	914	552	1,023	15	68

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
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October 1, 1996.

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1994-95 School Year

	NON-PROFESSIONAL STAFF		
	EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	468	81	11
ALASKA	0	30	0
ARIZONA	164	458	13
ARKANSAS	265	0	8
CALIFORNIA	786	452	9
COLORADO	267	.	1
CONNECTICUT	.	.	.
DELAWARE	0	0	0
DISTRICT OF COLUMBIA	122	.	0
FLORIDA	2,763	0	13
GEORGIA	393	41	12
HAWAII	56	2	0
IDAHO	0	0	0
ILLINOIS	3,241	.	.
INDIANA	0	0	0
IOWA	283	0	3
KANSAS	0	.	0
KENTUCKY	204	179	1
LOUISIANA	1,145	4	8
MAINE	117	14	1
MARYLAND	642	0	4
MASSACHUSETTS	.	.	.
MICHIGAN	.	.	.
MINNESOTA	582	.	2
MISSISSIPPI	70	245	5
MISSOURI	0	0	0
MONTANA	351	0	25
NEBRASKA	12	0	1
NEVADA	3	2	0
NEW HAMPSHIRE	0	398	0
NEW JERSEY	621	0	8
NEW MEXICO	.	.	.
NEW YORK	2,962	.	23
NORTH CAROLINA	309	31	17
NORTH DAKOTA	0	0	0
OHIO	0	0	0
OKLAHOMA	280	27	1
OREGON	217	158	10
PENNSYLVANIA	1,149	0	2
PUERTO RICO	1,497	0	53
RHODE ISLAND	84	4	3
SOUTH CAROLINA	294	13	3
SOUTH DAKOTA	64	0	0
TENNESSEE	550	0	0
TEXAS	.	.	.
UTAH	1	39	0
VERMONT	13	4	0
VIRGINIA	481	11	16
WASHINGTON	79	8	8
WEST VIRGINIA	332	0	9
WISCONSIN	0	0	6
WYOMING	37	0	0
AMERICAN SAMOA	11	0	0
GUAM	0	10	0
NORTHERN MARIANAS	10	.	3
PALAU	3	0	0
VIRGIN ISLANDS	0	39	7
BUR. OF INDIAN AFFAIRS	21	13	2
U.S. AND OUTLYING AREAS	20,949	2,262	289
50 STATES, D.C. & P.R.	20,905	2,200	277

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
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October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,199	2,133	41	728	27
ALASKA	327	9	15	246	4
ARIZONA	1,512	99	64	436	19
ARKANSAS	1,709	213	40	749	29
CALIFORNIA	6,445	3,272	645	8,162	158
COLORADO	1,629	122	82	1,005	23
CONNECTICUT	2,124	50	48	503	13
DELAWARE	122	46	0	63	1
DISTRICT OF COLUMBIA	22	87	26	5	0
FLORIDA	3,392	2,194	5	10,738	66
GEORGIA	1,026	1,743	61	1,827	46
HAWAII	357	280	7	70	4
IDAHO	456	102	14	473	10
ILLINOIS	7,460	228	218	3,015	107
INDIANA	3,529	353	193	1,186	53
IOWA	1,783	68	32	1,251	24
KANSAS	1,278	.	18	729	24
KENTUCKY	1,697	235	56	763	24
LOUISIANA	745	1,159	23	338	60
MAINE	851	65	17	646	7
MARYLAND	1,579	531	71	1,628	21
MASSACHUSETTS	5,561	.	230	2,663	56
MICHIGAN	3,976	313	309	3,051	107
MINNESOTA	3,013	9	14	453	30
MISSISSIPPI	365	1,741	34	311	23
MISSOURI	1,981	406	20	902	32
MONTANA	284	14	0	54	0
NEBRASKA	850	36	18	617	12
NEVADA	400	147	31	64	7
NEW HAMPSHIRE	840	244	57	0	0
NEW JERSEY	6,811	.	126	726	36
NEW MEXICO	868	101	12	370	17
NEW YORK	7,827	3,797	314	5,075	104
NORTH CAROLINA	2,541	863	126	2,108	62
NORTH DAKOTA	342	17	12	22	8
OHIO	5,846	319	85	1,845	47
OKLAHOMA	2,040	0	18	689	24
OREGON	971	151	56	957	14
PENNSYLVANIA	7,660	.	103	2,692	68
PUERTO RICO	266	276	230	337	35
RHODE ISLAND	797	24	32	417	18
SOUTH CAROLINA	553	897	122	756	15
SOUTH DAKOTA	369	35	44	349	10
TENNESSEE	1,930	1,185	104	2,222	40
TEXAS	12,708	.	.	.	.
UTAH	737	193	33	717	14
VERMONT	328	14	13	330	5
VIRGINIA	2,989	884	53	1,140	33
WASHINGTON	1,228	106	0	0	8
WEST VIRGINIA	1,573	120	16	228	15
WISCONSIN	3,113	140	51	1,971	43
WYOMING	288	15	13	193	4
AMERICAN SAMOA	6	1	0	17	2
GUAM	27	.	0	9	1
NORTHERN MARIANAS	0	3	0	0	0
PALAU	3	2	1	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	138	64	1	63	1
U.S. AND OUTLYING AREAS	118,471	25,106	3,954	65,909	1,611
50 STATES, D.C. & P.R.	118,297	25,036	3,952	65,820	1,607

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

ALL DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1,251	647	1,961	7,987
ALASKA	269	214	396	1,480
ARIZONA	1,953	476	1,632	6,191
ARKANSAS	1,649	629	1,050	6,068
CALIFORNIA	16,134	12,743	2,627	50,186
COLORADO	2,198	536	953	6,548
CONNECTICUT	983	372	769	4,862
DELAWARE	213	8	46	499
DISTRICT OF COLUMBIA	7	4	3	154
FLORIDA	6,355	568	3,608	26,926
GEORGIA	2,937	863	2,163	10,666
HAWAII	108	22	53	901
IDAHO	611	219	379	2,264
ILLINOIS	4,029	2,795	4,322	22,174
INDIANA	2,616	1,317	2,546	11,793
IOWA	411	584	1,585	5,738
KANSAS	1,785	270	652	4,756
KENTUCKY	1,469	491	1,609	6,344
LOUISIANA	37	1,845	1,800	6,007
MAINE	797	170	474	3,027
MARYLAND	1,080	355	1,331	6,596
MASSACHUSETTS	1,255	2,290	2,232	14,287
MICHIGAN	3,146	3,179	3,575	17,656
MINNESOTA	692	2,140	1,684	8,035
MISSISSIPPI	978	285	1,221	4,958
MISSOURI	1,194	1,283	1,980	7,798
MONTANA	220	100	130	802
NEBRASKA	942	177	332	2,984
NEVADA	222	172	127	1,170
NEW HAMPSHIRE	0	0	927	2,068
NEW JERSEY	3,460	927	2,771	14,857
NEW MEXICO	1,162	527	857	3,914
NEW YORK	8,945	1,943	7,878	35,883
NORTH CAROLINA	2,023	492	2,604	10,819
NORTH DAKOTA	94	77	139	711
OHIO	2,631	1,054	1,845	13,672
OKLAHOMA	1,539	671	1,230	6,211
OREGON	1,456	2,887	724	7,216
PENNSYLVANIA	3,090	5,011	2,177	20,801
PUERTO RICO	377	317	801	2,639
RHODE ISLAND	1,060	42	517	2,907
SOUTH CAROLINA	948	775	1,374	5,440
SOUTH DAKOTA	224	130	181	1,342
TENNESSEE	3,493	1,070	1,407	11,451
TEXAS	.	.	3,909	16,617
UTAH	938	1,288	637	4,557
VERMONT	309	65	189	1,253
VIRGINIA	2,048	412	2,226	9,785
WASHINGTON	1,286	675	551	3,854
WEST VIRGINIA	660	269	969	3,850
WISCONSIN	3,030	1,158	1,616	11,122
WYOMING	278	.	276	1,067
AMERICAN SAMOA	0	5	5	36
GUAM	.	49	44	130
NORTHERN MARIANAS	0	1	1	5
PALAU	0	0	2	8
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	146	60	267	740
U.S. AND OUTLYING AREAS	94,738	54,659	77,364	441,812
50 STATES, D.C. & P.R.	94,592	54,544	77,045	440,893

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	3.72	6.62	0.13	2.26	0.08
ALASKA	7.38	0.20	0.34	5.55	0.09
ARIZONA	8.24	0.54	0.35	2.38	0.10
ARKANSAS	10.38	1.29	0.24	4.55	0.18
CALIFORNIA	4.63	2.35	0.46	5.87	0.11
COLORADO	8.59	0.64	0.43	5.30	0.12
CONNECTICUT	9.26	0.22	0.21	2.19	0.06
DELAWARE	3.25	1.22	0.00	1.68	0.03
DISTRICT OF COLUMBIA	0.95	3.75	1.12	0.22	0.00
FLORIDA	4.49	2.90	0.01	14.20	0.09
GEORGIA	3.32	5.64	0.20	5.91	0.15
HAWAII	8.27	6.49	0.16	1.62	0.09
IDAHO	8.45	1.89	0.26	8.77	0.19
ILLINOIS	10.29	0.31	0.30	4.16	0.15
INDIANA	9.70	0.97	0.53	3.26	0.15
IOWA	8.74	0.33	0.16	6.13	0.12
KANSAS	9.25	.	0.13	5.27	0.17
KENTUCKY	8.07	1.12	0.27	3.63	0.11
LOUISIANA	2.70	4.20	0.08	1.22	0.22
MAINE	9.59	0.73	0.19	7.28	0.08
MARYLAND	5.93	1.99	0.27	6.11	0.08
MASSACHUSETTS	11.12	.	0.46	5.33	0.11
MICHIGAN	7.06	0.56	0.55	5.42	0.19
MINNESOTA	11.08	0.03	0.05	1.67	0.11
MISSISSIPPI	1.87	8.93	0.17	1.59	0.12
MISSOURI	5.70	1.17	0.06	2.59	0.09
MONTANA	5.69	0.28	0.00	1.08	0.00
NEBRASKA	8.77	0.37	0.19	6.37	0.12
NEVADA	6.19	2.28	0.48	0.99	0.11
NEW HAMPSHIRE	11.10	3.22	0.75	0.00	0.00
NEW JERSEY	12.06	.	0.22	1.29	0.06
NEW MEXICO	6.66	0.77	0.09	2.84	0.13
NEW YORK	6.39	3.10	0.26	4.15	0.08
NORTH CAROLINA	7.80	2.65	0.39	6.47	0.19
NORTH DAKOTA	9.31	0.46	0.33	0.60	0.22
OHIO	8.63	0.47	0.13	2.72	0.07
OKLAHOMA	9.67	0.00	0.09	3.27	0.11
OREGON	6.01	0.93	0.35	5.92	0.09
PENNSYLVANIA	11.64	.	0.16	4.09	0.10
PUERTO RICO	1.76	1.83	1.53	2.24	0.23
RHODE ISLAND	11.06	0.33	0.44	5.79	0.25
SOUTH CAROLINA	2.72	4.42	0.60	3.73	0.07
SOUTH DAKOTA	10.01	0.95	1.19	9.47	0.27
TENNESSEE	5.00	3.07	0.27	5.76	0.10
TEXAS	9.78	.	.	.	.
UTAH	5.63	1.47	0.25	5.47	0.11
VERMONT	9.81	0.42	0.39	9.87	0.15
VIRGINIA	7.85	2.32	0.14	2.99	0.09
WASHINGTON	4.64	0.40	0.00	0.00	0.03
WEST VIRGINIA	11.34	0.87	0.12	1.64	0.11
WISCONSIN	10.12	0.46	0.17	6.41	0.14
WYOMING	8.78	0.46	0.40	5.88	0.12
AMERICAN SAMOA	6.00	1.00	0.00	17.00	2.00
GUAM	4.72	.	0.00	1.57	0.17
NORTHERN MARIANAS	0.00	3.37	0.00	0.00	0.00
PALAU	7.89	5.26	2.63	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	6.68	3.10	0.05	3.05	0.05
U.S. AND OUTLYING AREAS	7.57	1.60	0.25	4.21	0.10
50 STATES, D.C. & P.R.	7.58	1.60	0.25	4.22	0.10

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

ALL DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	3.88	2.01	6.08	24.78
ALASKA	6.07	4.83	8.94	33.40
ARIZONA	10.64	2.59	8.89	33.74
ARKANSAS	10.01	3.82	6.38	36.85
CALIFORNIA	11.60	9.16	1.89	36.09
COLORADO	11.59	2.83	5.02	34.52
CONNECTICUT	4.28	1.62	3.35	21.19
DELAWARE	5.67	0.21	1.22	13.29
DISTRICT OF COLUMBIA	0.30	0.17	0.13	6.64
FLORIDA	8.40	0.75	4.77	35.61
GEORGIA	9.51	2.79	7.00	34.52
HAWAII	2.50	0.51	1.23	20.87
IDAHO	11.32	4.06	7.02	41.96
ILLINOIS	5.56	3.85	5.96	30.58
INDIANA	7.19	3.62	7.00	32.43
IOWA	2.02	2.86	7.77	28.14
KANSAS	12.92	1.95	4.72	34.41
KENTUCKY	6.99	2.34	7.66	30.19
LOUISIANA	0.13	6.68	6.52	21.76
MAINE	8.98	1.92	5.34	34.10
MARYLAND	4.05	1.33	5.00	24.76
MASSACHUSETTS	2.51	4.58	4.46	28.57
MICHIGAN	5.59	5.65	6.35	31.36
MINNESOTA	2.54	7.87	6.19	29.55
MISSISSIPPI	5.02	1.46	6.26	25.42
MISSOURI	3.43	3.69	5.69	22.42
MONTANA	4.41	2.00	2.60	16.07
NEBRASKA	9.72	1.83	3.43	30.79
NEVADA	3.44	2.66	1.97	18.11
NEW HAMPSHIRE	0.00	0.00	12.25	27.33
NEW JERSEY	6.13	1.64	4.91	26.31
NEW MEXICO	8.91	4.04	6.57	30.01
NEW YORK	7.31	1.59	6.43	29.31
NORTH CAROLINA	6.21	1.51	7.99	33.19
NORTH DAKOTA	2.56	2.10	3.78	19.35
OHIO	3.88	1.56	2.72	20.18
OKLAHOMA	7.30	3.18	5.83	29.46
OREGON	9.01	17.87	4.48	44.68
PENNSYLVANIA	4.69	7.61	3.31	31.60
PUERTO RICO	2.50	2.10	5.31	17.51
RHODE ISLAND	14.71	0.58	7.17	40.34
SOUTH CAROLINA	4.67	3.82	6.77	26.81
SOUTH DAKOTA	6.08	3.53	4.91	36.40
TENNESSEE	9.05	2.77	3.65	29.67
TEXAS	.	.	3.01	12.79
UTAH	7.16	9.83	4.86	34.78
VERMONT	9.25	1.94	5.66	37.49
VIRGINIA	5.38	1.08	5.85	25.70
WASHINGTON	4.86	2.55	2.08	14.56
WEST VIRGINIA	4.76	1.94	6.99	27.76
WISCONSIN	9.85	3.77	5.25	36.16
WYOMING	8.48	.	8.41	32.53
AMERICAN SAMOA	0.00	5.00	5.00	36.00
GUAM	.	8.57	7.69	22.73
NORTHERN MARIANAS	0.00	1.12	1.12	5.62
PALAU	0.00	0.00	5.26	21.05
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	7.07	2.91	12.93	35.84
U.S. AND OUTLYING AREAS	6.06	3.49	4.94	28.24
50 STATES, D.C. & P.R.	6.06	3.49	4.94	28.24

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	937	676	7	436	11
ALASKA	274	6	2	183	3
ARIZONA	1,110	48	2	315	3
ARKANSAS	1,111	85	1	601	13
CALIFORNIA	5,119	2,447	21	5,674	51
COLORADO	1,067	51	22	584	8
CONNECTICUT	1,331	12	3	269	3
DELAWARE	107	2	0	50	0
DISTRICT OF COLUMBIA	18	32	0	1	0
FLORIDA	2,445	793	0	4,315	26
GEORGIA	674	406	0	665	12
HAWAII	258	141	0	43	2
IDAHO	349	45	2	397	2
ILLINOIS	4,772	30	12	1,668	40
INDIANA	2,386	31	33	599	13
IOWA	1,010	20	14	686	9
KANSAS	756	.	0	426	8
KENTUCKY	956	6	18	368	5
LOUISIANA	531	537	2	101	21
MAINE	517	24	1	404	3
MARYLAND	1,157	242	12	1,051	8
MASSACHUSETTS	3,264	.	135	1,566	37
MICHIGAN	2,668	131	17	1,748	22
MINNESOTA	1,610	4	1	195	9
MISSISSIPPI	332	1,185	0	250	7
MISSOURI	1,542	245	1	537	12
MONTANA	234	2	0	33	0
NEBRASKA	544	19	1	371	5
NEVADA	328	121	0	56	6
NEW HAMPSHIRE	587	130	13	0	0
NEW JERSEY	4,991	.	26	620	10
NEW MEXICO	579	47	5	210	6
NEW YORK	6,085	2,349	141	3,799	44
NORTH CAROLINA	1,716	189	15	1,431	10
NORTH DAKOTA	250	9	0	12	2
OHIO	3,234	103	5	742	13
OKLAHOMA	1,299	0	6	487	10
OREGON	623	66	14	437	11
PENNSYLVANIA	4,792	.	4	1,208	30
PUERTO RICO	159	109	19	179	2
RHODE ISLAND	614	1	3	168	2
SOUTH CAROLINA	418	310	7	438	3
SOUTH DAKOTA	278	20	2	259	3
TENNESSEE	1,461	553	42	1,087	18
TEXAS	9,158	.	.	.	.
UTAH	497	72	10	502	0
VERMONT	165	3	0	252	2
VIRGINIA	2,319	255	3	672	15
WASHINGTON	783	49	0	0	2
WEST VIRGINIA	1,070	26	3	107	6
WISCONSIN	1,885	36	5	780	13
WYOMING	196	4	1	134	1
AMERICAN SAMOA	5	0	0	17	0
GUAM	18	.	0	9	0
NORTHERN MARIANAS	0	2	0	0	0
PALAU	2	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	75	42	0	42	0
U.S. AND OUTLYING AREAS	80,666	11,716	631	37,184	542
50 STATES, D.C. & P.R.	80,566	11,672	631	37,116	542

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	574	282	936	3,859
ALASKA	199	162	300	1,129
ARIZONA	1,506	351	1,240	4,575
ARKANSAS	1,087	417	695	4,010
CALIFORNIA	11,156	8,993	2,089	35,550
COLORADO	1,116	308	561	3,717
CONNECTICUT	382	128	304	2,432
DELAWARE	145	4	38	346
DISTRICT OF COLUMBIA	2	0	1	54
FLORIDA	3,227	285	2,026	13,117
GEORGIA	830	239	815	3,641
HAWAII	40	10	36	530
IDAHO	409	162	281	1,647
ILLINOIS	1,965	1,164	2,322	11,973
INDIANA	1,348	716	1,453	6,579
IOWA	144	266	671	2,820
KANSAS	867	105	350	2,512
KENTUCKY	600	190	692	2,835
LOUISIANA	19	1,133	1,188	3,532
MAINE	352	85	209	1,595
MARYLAND	632	170	863	4,135
MASSACHUSETTS	743	1,348	1,315	8,408
MICHIGAN	1,467	1,517	1,939	9,509
MINNESOTA	131	780	604	3,334
MISSISSIPPI	779	226	974	3,753
MISSOURI	706	910	1,424	5,377
MONTANA	160	70	83	582
NEBRASKA	517	75	183	1,715
NEVADA	177	135	95	918
NEW HAMPSHIRE	0	0	537	1,267
NEW JERSEY	2,140	566	1,555	9,908
NEW MEXICO	638	350	500	2,335
NEW YORK	4,862	1,033	5,232	23,545
NORTH CAROLINA	938	195	1,296	5,790
NORTH DAKOTA	52	51	83	459
OHIO	1,141	354	730	6,322
OKLAHOMA	896	416	894	4,008
OREGON	881	1,644	466	4,142
PENNSYLVANIA	1,407	2,206	1,151	10,798
PUERTO RICO	182	150	335	1,135
RHODE ISLAND	728	15	357	1,888
SOUTH CAROLINA	467	384	696	2,723
SOUTH DAKOTA	155	89	126	932
TENNESSEE	2,436	627	1,018	7,242
TEXAS	.	.	2,748	11,906
UTAH	564	785	354	2,784
VERMONT	110	25	71	628
VIRGINIA	1,165	231	1,234	5,894
WASHINGTON	765	413	358	2,370
WEST VIRGINIA	342	127	583	2,264
WISCONSIN	1,069	483	628	4,899
WYOMING	181	.	178	695
AMERICAN SAMOA	0	4	5	31
GUAM	.	34	35	96
NORTHERN MARIANAS	0	0	1	3
PALAU	0	0	0	2
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	107	35	204	505
U.S. AND OUTLYING AREAS	52,506	30,448	45,062	258,755
50 STATES, D.C. & P.R.	52,399	30,375	44,817	258,118

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	5.77	4.16	0.04	2.69	0.07
ALASKA	8.57	0.19	0.06	5.72	0.09
ARIZONA	8.94	0.39	0.02	2.54	0.02
ARKANSAS	10.87	0.83	0.01	5.88	0.13
CALIFORNIA	5.19	2.48	0.02	5.75	0.05
COLORADO	9.48	0.45	0.20	5.19	0.07
CONNECTICUT	10.69	0.10	0.02	2.16	0.02
DELAWARE	4.36	0.08	0.00	2.04	0.00
DISTRICT OF COLUMBIA	1.35	2.40	0.00	0.07	0.00
FLORIDA	5.77	1.87	0.00	10.18	0.06
GEORGIA	5.78	3.48	0.00	5.70	0.10
HAWAII	10.20	5.58	0.00	1.70	0.08
IDAHO	10.12	1.31	0.06	11.51	0.06
ILLINOIS	11.29	0.07	0.03	3.95	0.09
INDIANA	10.86	0.14	0.15	2.73	0.06
IOWA	9.39	0.19	0.13	6.38	0.08
KANSAS	9.76	.	0.00	5.50	0.10
KENTUCKY	9.83	0.06	0.19	3.78	0.05
LOUISIANA	3.28	3.31	0.01	0.62	0.13
MAINE	10.96	0.51	0.02	8.56	0.06
MARYLAND	6.86	1.44	0.07	6.23	0.05
MASSACHUSETTS	10.22	.	0.42	4.90	0.12
MICHIGAN	8.54	0.42	0.05	5.59	0.07
MINNESOTA	12.70	0.03	0.01	1.54	0.07
MISSISSIPPI	2.37	8.46	0.00	1.78	0.05
MISSOURI	6.69	1.06	0.00	2.33	0.05
MONTANA	6.92	0.06	0.00	0.98	0.00
NEBRASKA	10.58	0.37	0.02	7.21	0.10
NEVADA	6.88	2.54	0.00	1.17	0.13
NEW HAMPSHIRE	12.55	2.78	0.28	0.00	0.00
NEW JERSEY	12.94	.	0.07	1.61	0.03
NEW MEXICO	7.00	0.57	0.06	2.54	0.07
NEW YORK	7.79	3.01	0.18	4.86	0.06
NORTH CAROLINA	10.44	1.15	0.09	8.71	0.06
NORTH DAKOTA	10.86	0.39	0.00	0.52	0.09
OHIO	9.77	0.31	0.02	2.24	0.04
OKLAHOMA	9.24	0.00	0.04	3.46	0.07
OREGON	6.12	0.65	0.14	4.29	0.11
PENNSYLVANIA	11.99	.	0.01	3.02	0.08
PUERTO RICO	2.75	1.89	0.33	3.10	0.03
RHODE ISLAND	12.28	0.02	0.06	3.36	0.04
SOUTH CAROLINA	3.91	2.90	0.07	4.10	0.03
SOUTH DAKOTA	11.56	0.83	0.08	10.77	0.12
TENNESSEE	6.04	2.29	0.17	4.49	0.07
TEXAS	10.13	.	.	.	.
UTAH	6.16	0.89	0.12	6.22	0.00
VERMONT	10.10	0.18	0.00	15.42	0.12
VIRGINIA	9.81	1.08	0.01	2.84	0.06
WASHINGTON	5.17	0.32	0.00	0.00	0.01
WEST VIRGINIA	12.38	0.30	0.03	1.24	0.07
WISCONSIN	11.86	0.23	0.03	4.91	0.08
WYOMING	9.43	0.19	0.05	6.45	0.05
AMERICAN SAMOA	7.14	0.00	0.00	24.29	0.00
GUAM	4.28	.	0.00	2.14	0.00
NORTHERN MARIANAS	0.00	3.03	0.00	0.00	0.00
PALAU	10.53	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	5.50	3.08	0.00	3.08	0.00
U.S. AND OUTLYING AREAS	8.53	1.24	0.07	3.93	0.06
50 STATES, D.C. & P.R.	8.53	1.24	0.07	3.93	0.06

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	3.54	1.74	5.77	23.78
ALASKA	6.22	5.06	9.38	35.29
ARIZONA	12.13	2.83	9.98	36.84
ARKANSAS	10.64	4.08	6.80	39.24
CALIFORNIA	11.31	9.12	2.12	36.05
COLORADO	9.92	2.74	4.98	33.03
CONNECTICUT	3.07	1.03	2.44	19.53
DELAWARE	5.91	0.16	1.55	14.11
DISTRICT OF COLUMBIA	0.15	0.00	0.07	4.04
FLORIDA	7.61	0.67	4.78	30.93
GEORGIA	7.12	2.05	6.99	31.23
HAWAII	1.58	0.40	1.42	20.96
IDAHO	11.86	4.70	8.15	47.77
ILLINOIS	4.65	2.76	5.50	28.34
INDIANA	6.13	3.26	6.61	29.93
IOWA	1.34	2.47	6.24	26.22
KANSAS	11.20	1.36	4.52	32.45
KENTUCKY	6.17	1.95	7.11	29.15
LOUISIANA	0.12	6.99	7.33	21.79
MAINE	7.46	1.80	4.43	33.80
MARYLAND	3.75	1.01	5.12	24.53
MASSACHUSETTS	2.33	4.22	4.12	26.33
MICHIGAN	4.69	4.85	6.20	30.42
MINNESOTA	1.03	6.15	4.76	26.30
MISSISSIPPI	5.56	1.61	6.95	26.78
MISSOURI	3.06	3.95	6.18	23.34
MONTANA	4.73	2.07	2.46	17.22
NEBRASKA	10.05	1.46	3.56	33.35
NEVADA	3.71	2.83	1.99	19.25
NEW HAMPSHIRE	0.00	0.00	11.48	27.10
NEW JERSEY	5.55	1.47	4.03	25.68
NEW MEXICO	7.71	4.23	6.04	28.23
NEW YORK	6.22	1.32	6.69	30.12
NORTH CAROLINA	5.71	1.19	7.89	35.23
NORTH DAKOTA	2.26	2.22	3.61	19.95
OHIO	3.45	1.07	2.21	19.10
OKLAHOMA	6.37	2.96	6.36	28.51
OREGON	8.65	16.14	4.58	40.68
PENNSYLVANIA	3.52	5.52	2.88	27.02
PUERTO RICO	3.15	2.60	5.80	19.66
RHODE ISLAND	14.57	0.30	7.14	37.78
SOUTH CAROLINA	4.37	3.59	6.51	25.48
SOUTH DAKOTA	6.44	3.70	5.24	38.75
TENNESSEE	10.07	2.59	4.21	29.94
TEXAS	.	.	3.04	13.16
UTAH	6.99	9.73	4.39	34.52
VERMONT	6.73	1.53	4.35	38.43
VIRGINIA	4.93	0.98	5.22	24.93
WASHINGTON	5.05	2.73	2.36	15.65
WEST VIRGINIA	3.96	1.47	6.75	26.20
WISCONSIN	6.72	3.04	3.95	30.82
WYOMING	8.71	.	8.56	33.43
AMERICAN SAMOA	0.00	5.71	7.14	44.29
GUAM	.	8.08	8.31	22.80
NORTHERN MARIANAS	0.00	0.00	1.52	4.55
PALAU	0.00	0.00	0.00	10.53
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	7.84	2.57	14.96	37.02
U.S. AND OUTLYING AREAS	5.55	3.22	4.76	27.35
50 STATES, D.C. & P.R.	5.55	3.22	4.75	27.34

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	11	29	0	79	0
ALASKA	10	0	0	41	0
ARIZONA	21	4	4	64	0
ARKANSAS	17	10	0	61	0
CALIFORNIA	298	85	3	1,006	2
COLORADO	49	0	1	62	0
CONNECTICUT	60	0	0	40	0
DELAWARE	0	0	0	1	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	185	24	0	932	0
GEORGIA	20	14	0	243	0
HAWAII	4	0	0	6	0
IDAHO	6	0	0	25	0
ILLINOIS	170	1	0	427	2
INDIANA	19	3	1	371	0
IOWA	22	1	0	124	0
KANSAS	8	.	0	80	1
KENTUCKY	34	2	0	178	0
LOUISIANA	24	36	0	185	0
MAINE	40	0	0	74	1
MARYLAND	89	79	1	303	1
MASSACHUSETTS	991	.	41	474	9
MICHIGAN	78	30	2	350	1
MINNESOTA	74	.	.	66	.
MISSISSIPPI	15	12	0	43	0
MISSOURI	27	9	0	290	0
MONTANA	2	0	0	3	0
NEBRASKA	21	1	0	143	0
NEVADA	2	1	0	3	0
NEW HAMPSHIRE	56	17	0	0	0
NEW JERSEY	80	.	0	10	0
NEW MEXICO	115	10	0	77	2
NEW YORK	178	39	1	302	3
NORTH CAROLINA	58	3	0	267	0
NORTH DAKOTA	11	0	0	0	0
OHIO	97	6	2	291	0
OKLAHOMA	37	0	0	123	0
OREGON	44	5	1	339	1
PENNSYLVANIA	50	.	5	487	1
PUERTO RICO	3	10	3	7	0
RHODE ISLAND	14	0	0	56	0
SOUTH CAROLINA	5	4	2	165	0
SOUTH DAKOTA	5	0	0	41	0
TENNESSEE	111	31	3	164	0
TEXAS	116	.	.	.	.
UTAH	12	3	0	60	0
VERMONT	17	1	0	32	0
VIRGINIA	46	3	0	208	0
WASHINGTON	44	0	0	0	0
WEST VIRGINIA	14	1	0	60	0
WISCONSIN	55	1	0	391	0
WYOMING	13	0	0	24	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	14	9	0	14	0
U.S. AND OUTLYING AREAS	3,492	485	70	8,792	24
50 STATES, D.C. & P.R.	3,478	475	70	8,778	24

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	24	20	8	171
ALASKA	6	6	13	76
ARIZONA	24	12	19	148
ARKANSAS	22	4	3	117
CALIFORNIA	615	667	90	2,766
COLORADO	60	12	22	206
CONNECTICUT	23	7	10	140
DELAWARE	4	0	0	5
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	247	43	111	1,542
GEORGIA	44	16	20	357
HAWAII	0	1	0	11
IDAHO	8	3	1	43
ILLINOIS	65	57	47	769
INDIANA	34	32	18	478
IOWA	7	7	23	184
KANSAS	20	5	6	120
KENTUCKY	31	6	13	264
LOUISIANA	0	69	63	377
MAINE	33	10	20	178
MARYLAND	62	50	149	734
MASSACHUSETTS	223	407	397	2,542
MICHIGAN	54	68	48	631
MINNESOTA	5	56	22	223
MISSISSIPPI	23	11	18	122
MISSOURI	17	65	29	437
MONTANA	3	0	0	8
NEBRASKA	64	12	7	248
NEVADA	1	1	0	8
NEW HAMPSHIRE	0	0	58	131
NEW JERSEY	34	4	6	134
NEW MEXICO	135	51	128	518
NEW YORK	145	31	75	774
NORTH CAROLINA	36	12	19	395
NORTH DAKOTA	4	5	5	25
OHIO	42	50	25	513
OKLAHOMA	37	10	12	219
OREGON	79	383	26	878
PENNSYLVANIA	42	99	15	699
PUERTO RICO	12	12	21	68
RHODE ISLAND	26	0	13	109
SOUTH CAROLINA	24	32	5	237
SOUTH DAKOTA	7	4	4	61
TENNESSEE	149	47	67	572
TEXAS	.	.	44	160
UTAH	19	21	11	126
VERMONT	23	7	7	87
VIRGINIA	27	6	52	342
WASHINGTON	33	25	15	117
WEST VIRGINIA	9	1	6	91
WISCONSIN	59	34	32	572
WYOMING	16	.	11	64
AMERICAN SAMOA	0	0	0	0
GUAM	.	4	0	4
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	8	4	8	57
U.S. AND OUTLYING AREAS	2,685	2,489	1,822	19,859
50 STATES, D.C. & P.R.	2,677	2,481	1,814	19,797

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	3.61	9.51	0.00	25.90	0.00
ALASKA	6.49	0.00	0.00	26.62	0.00
ARIZONA	7.69	1.47	1.47	23.44	0.00
ARKANSAS	7.80	4.59	0.00	27.98	0.00
CALIFORNIA	4.57	1.30	0.05	15.41	0.03
COLORADO	6.18	0.00	0.13	7.82	0.00
CONNECTICUT	8.03	0.00	0.00	5.35	0.00
DELAWARE	0.00	0.00	0.00	6.67	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	3.82	0.50	0.00	19.24	0.00
GEORGIA	3.77	2.64	0.00	45.76	0.00
HAWAII	6.56	0.00	0.00	9.84	0.00
IDAHO	4.69	0.00	0.00	19.53	0.00
ILLINOIS	8.82	0.05	0.00	22.16	0.10
INDIANA	2.71	0.43	0.14	53.00	0.00
IOWA	6.09	0.28	0.00	34.35	0.00
KANSAS	3.64	.	0.00	36.36	0.45
KENTUCKY	10.27	0.60	0.00	53.78	0.00
LOUISIANA	2.90	4.35	0.00	22.37	0.00
MAINE	6.71	0.00	0.00	12.42	0.17
MARYLAND	4.23	3.75	0.05	14.40	0.05
MASSACHUSETTS	27.45	.	1.14	13.13	0.25
MICHIGAN	5.79	2.23	0.15	26.00	0.07
MINNESOTA	10.32	.	.	9.21	.
MISSISSIPPI	3.24	2.59	0.00	9.29	0.00
MISSOURI	2.94	0.98	0.00	31.62	0.00
MONTANA	2.04	0.00	0.00	3.06	0.00
NEBRASKA	3.57	0.17	0.00	24.28	0.00
NEVADA	2.11	1.05	0.00	3.16	0.00
NEW HAMPSHIRE	7.88	2.39	0.00	0.00	0.00
NEW JERSEY	4.35	.	0.00	0.54	0.00
NEW MEXICO	7.30	0.63	0.00	4.89	0.13
NEW YORK	6.57	1.44	0.04	11.15	0.11
NORTH CAROLINA	11.76	0.61	0.00	54.16	0.00
NORTH DAKOTA	4.45	0.00	0.00	0.00	0.00
OHIO	7.95	0.49	0.16	23.85	0.00
OKLAHOMA	10.98	0.00	0.00	36.50	0.00
OREGON	4.26	0.48	0.10	32.82	0.10
PENNSYLVANIA	5.21	.	0.52	50.78	0.10
PUERTO RICO	1.22	4.07	1.22	2.85	0.00
RHODE ISLAND	5.45	0.00	0.00	21.79	0.00
SOUTH CAROLINA	1.81	1.45	0.72	59.78	0.00
SOUTH DAKOTA	6.17	0.00	0.00	50.62	0.00
TENNESSEE	6.05	1.69	0.16	8.94	0.00
TEXAS	6.26	.	.	.	.
UTAH	3.51	0.88	0.00	17.54	0.00
VERMONT	6.75	0.40	0.00	12.70	0.00
VIRGINIA	5.53	0.36	0.00	25.00	0.00
WASHINGTON	12.43	0.00	0.00	0.00	0.00
WEST VIRGINIA	5.86	0.42	0.00	25.10	0.00
WISCONSIN	6.08	0.11	0.00	43.20	0.00
WYOMING	5.49	0.00	0.00	10.13	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	50.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	8.33	5.36	0.00	8.33	0.00
U.S. AND OUTLYING AREAS	7.19	1.00	0.14	18.11	0.05
50 STATES, D.C. & P.R.	7.19	0.98	0.14	18.16	0.05

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	7.87	6.56	2.62	56.07
ALASKA	3.90	3.90	8.44	49.35
ARIZONA	8.79	4.40	6.96	54.21
ARKANSAS	10.09	1.83	1.38	53.67
CALIFORNIA	9.42	10.22	1.38	42.38
COLORADO	7.57	1.51	2.77	25.98
CONNECTICUT	3.08	0.94	1.34	18.74
DELAWARE	26.67	0.00	0.00	33.33
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	5.10	0.89	2.29	31.83
GEORGIA	8.29	3.01	3.77	67.23
HAWAII	0.00	1.64	0.00	18.03
IDAHO	6.25	2.34	0.78	33.59
ILLINOIS	3.37	2.96	2.44	39.91
INDIANA	4.86	4.57	2.57	68.29
IOWA	1.94	1.94	6.37	50.97
KANSAS	9.09	2.27	2.73	54.55
KENTUCKY	9.37	1.81	3.93	79.76
LOUISIANA	0.00	8.34	7.62	45.59
MAINE	5.54	1.68	3.36	29.87
MARYLAND	2.95	2.38	7.08	34.89
MASSACHUSETTS	6.18	11.27	11.00	70.42
MICHIGAN	4.01	5.05	3.57	46.88
MINNESOTA	0.70	7.81	3.07	31.10
MISSISSIPPI	4.97	2.38	3.89	26.35
MISSOURI	1.85	7.09	3.16	47.66
MONTANA	3.06	0.00	0.00	8.16
NEBRASKA	10.87	2.04	1.19	42.11
NEVADA	1.05	1.05	0.00	8.42
NEW HAMPSHIRE	0.00	0.00	8.16	18.42
NEW JERSEY	1.85	0.22	0.33	7.28
NEW MEXICO	8.57	3.24	8.12	32.87
NEW YORK	5.35	1.14	2.77	28.58
NORTH CAROLINA	7.30	2.43	3.85	80.12
NORTH DAKOTA	1.62	2.02	2.02	10.12
OHIO	3.44	4.10	2.05	42.05
OKLAHOMA	10.98	2.97	3.56	64.99
OREGON	7.65	37.08	2.52	85.00
PENNSYLVANIA	4.38	10.32	1.56	72.89
PUERTO RICO	4.88	4.88	8.54	27.64
RHODE ISLAND	10.12	0.00	5.06	42.41
SOUTH CAROLINA	8.70	11.59	1.81	85.87
SOUTH DAKOTA	8.64	4.94	4.94	75.31
TENNESSEE	8.12	2.56	3.65	31.19
TEXAS	.	.	2.37	8.63
UTAH	5.56	6.14	3.22	36.84
VERMONT	9.13	2.78	2.78	34.52
VIRGINIA	3.25	0.72	6.25	41.11
WASHINGTON	9.32	7.06	4.24	33.05
WEST VIRGINIA	3.77	0.42	2.51	38.08
WISCONSIN	6.52	3.76	3.54	63.20
WYOMING	6.75	.	4.64	27.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	.	80.00	0.00	80.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	4.76	2.38	4.76	33.93
U.S. AND OUTLYING AREAS	5.53	5.13	3.75	40.91
50 STATES, D.C. & P.R.	5.54	5.13	3.75	40.95

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	72	1,234	22	127	8
ALASKA	12	0	9	0	0
ARIZONA	183	33	33	9	2
ARKANSAS	488	98	36	46	8
CALIFORNIA	210	316	422	63	38
COLORADO	110	40	26	13	1
CONNECTICUT	104	18	22	5	1
DELAWARE	3	41	0	0	0
DISTRICT OF COLUMBIA	0	43	22	0	0
FLORIDA	220	994	4	690	18
GEORGIA	69	1,078	45	142	19
HAWAII	6	66	3	2	1
IDAHO	54	45	10	18	4
ILLINOIS	1,032	120	153	48	34
INDIANA	714	270	122	66	16
IOWA	418	24	13	69	2
KANSAS	265	.	11	27	2
KENTUCKY	508	193	24	119	9
LOUISIANA	40	429	17	3	20
MAINE	85	20	4	12	0
MARYLAND	61	106	28	72	3
MASSACHUSETTS	534	.	22	256	5
MICHIGAN	430	86	206	104	25
MINNESOTA	535	1	12	9	11
MISSISSIPPI	0	439	26	4	9
MISSOURI	257	84	12	11	8
MONTANA	12	11	0	6	0
NEBRASKA	131	12	11	13	2
NEVADA	27	15	16	0	1
NEW HAMPSHIRE	23	36	23	0	0
NEW JERSEY	195	.	55	0	8
NEW MEXICO	37	22	4	3	2
NEW YORK	58	656	53	15	7
NORTH CAROLINA	276	541	88	108	25
NORTH DAKOTA	58	7	12	3	5
OHIO	1,690	76	17	96	8
OKLAHOMA	493	0	5	36	5
OREGON	25	47	20	3	0
PENNSYLVANIA	1,652	.	63	113	17
PUERTO RICO	41	130	136	120	15
RHODE ISLAND	50	19	14	6	10
SOUTH CAROLINA	30	504	108	40	8
SOUTH DAKOTA	50	7	24	5	2
TENNESSEE	71	474	38	26	6
TEXAS	1,195	.	.	.	.
UTAH	81	33	12	15	3
VERMONT	74	8	7	14	0
VIRGINIA	181	499	39	24	8
WASHINGTON	136	23	0	0	2
WEST VIRGINIA	345	71	11	18	7
WISCONSIN	440	62	32	56	15
WYOMING	12	8	9	0	2
AMERICAN SAMOA	0	0	0	0	0
GUAM	6	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	18	6	0	1	1
U.S. AND OUTLYING AREAS	13,817	9,045	2,101	2,636	403
50 STATES, D.C. & P.R.	13,793	9,039	2,101	2,635	402

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

MENTAL RETARDATION

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	393	192	769	2,817
ALASKA	13	4	5	43
ARIZONA	155	43	89	547
ARKANSAS	417	170	323	1,586
CALIFORNIA	854	699	101	2,703
COLORADO	137	12	33	372
CONNECTICUT	51	17	27	245
DELAWARE	11	1	2	58
DISTRICT OF COLUMBIA	5	2	0	72
FLORIDA	744	87	461	3,218
GEORGIA	525	168	554	2,600
HAWAII	8	1	2	89
IDAHO	119	34	50	334
ILLINOIS	450	265	347	2,449
INDIANA	539	283	501	2,511
IOWA	73	100	266	965
KANSAS	186	31	59	581
KENTUCKY	432	158	544	1,987
LOUISIANA	8	235	221	973
MAINE	67	13	16	217
MARYLAND	52	33	69	424
MASSACHUSETTS	121	221	215	1,374
MICHIGAN	425	349	321	1,946
MINNESOTA	39	88	104	799
MISSISSIPPI	104	26	170	778
MISSOURI	189	52	193	806
MONTANA	4	8	7	48
NEBRASKA	128	23	43	363
NEVADA	10	8	4	81
NEW HAMPSHIRE	0	0	15	97
NEW JERSEY	106	42	58	464
NEW MEXICO	48	22	33	171
NEW YORK	472	126	274	1,661
NORTH CAROLINA	439	113	591	2,181
NORTH DAKOTA	17	6	13	121
OHIO	831	418	715	3,851
OKLAHOMA	309	152	204	1,204
OREGON	57	63	22	237
PENNSYLVANIA	449	596	400	3,290
PUERTO RICO	141	120	391	1,094
RHODE ISLAND	44	4	9	156
SOUTH CAROLINA	224	194	359	1,467
SOUTH DAKOTA	34	11	19	152
TENNESSEE	364	175	179	1,333
TEXAS	.	.	206	1,401
UTAH	42	72	49	307
VERMONT	50	8	22	183
VIRGINIA	248	57	252	1,308
WASHINGTON	112	56	37	366
WEST VIRGINIA	154	60	202	868
WISCONSIN	321	124	135	1,185
WYOMING	17	.	6	54
AMERICAN SAMOA	0	1	0	1
GUAM	.	6	5	17
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	1	1
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	7	3	16	52
U.S. AND OUTLYING AREAS	10,745	5,752	9,709	54,208
50 STATES, D.C. & P.R.	10,738	5,742	9,687	54,137

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0.61	10.41	0.19	1.07	0.07
ALASKA	4.76	0.00	3.57	0.00	0.00
ARIZONA	7.94	1.43	1.43	0.39	0.09
ARKANSAS	10.02	2.01	0.74	0.94	0.16
CALIFORNIA	1.76	2.65	3.53	0.53	0.32
COLORADO	8.38	3.05	1.98	0.99	0.08
CONNECTICUT	6.12	1.06	1.29	0.29	0.06
DELAWARE	0.48	6.53	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	9.43	4.82	0.00	0.00
FLORIDA	1.82	8.23	0.03	5.71	0.15
GEORGIA	0.66	10.33	0.43	1.36	0.18
HAWAII	0.86	9.44	0.43	0.29	0.14
IDAHO	4.90	4.09	0.91	1.63	0.36
ILLINOIS	10.02	1.17	1.49	0.47	0.33
INDIANA	8.77	3.32	1.50	0.81	0.20
IOWA	9.16	0.53	0.28	1.51	0.04
KANSAS	12.10	.	0.50	1.23	0.09
KENTUCKY	6.65	2.53	0.31	1.56	0.12
LOUISIANA	0.75	8.02	0.32	0.06	0.37
MAINE	12.23	2.88	0.58	1.73	0.00
MARYLAND	2.96	5.14	1.36	3.49	0.15
MASSACHUSETTS	8.84	.	0.36	4.24	0.08
MICHIGAN	4.17	0.83	2.00	1.01	0.24
MINNESOTA	12.63	0.02	0.28	0.21	0.26
MISSISSIPPI	0.00	11.12	0.66	0.10	0.23
MISSOURI	4.94	1.61	0.23	0.21	0.15
MONTANA	2.75	2.52	0.00	1.37	0.00
NEBRASKA	6.68	0.61	0.56	0.66	0.10
NEVADA	4.36	2.42	2.58	0.00	0.16
NEW HAMPSHIRE	5.16	8.07	5.16	0.00	0.00
NEW JERSEY	8.46	.	2.39	0.00	0.35
NEW MEXICO	4.03	2.40	0.44	0.33	0.22
NEW YORK	0.67	7.54	0.61	0.17	0.08
NORTH CAROLINA	3.12	6.12	1.00	1.22	0.28
NORTH DAKOTA	9.35	1.13	1.94	0.48	0.81
OHIO	8.59	0.39	0.09	0.49	0.04
OKLAHOMA	11.02	0.00	0.11	0.80	0.11
OREGON	1.50	2.82	1.20	0.18	0.00
PENNSYLVANIA	13.16	.	0.50	0.90	0.14
PUERTO RICO	0.58	1.83	1.92	1.69	0.21
RHODE ISLAND	10.85	4.12	3.04	1.30	2.17
SOUTH CAROLINA	0.48	8.07	1.73	0.64	0.13
SOUTH DAKOTA	7.99	1.12	3.83	0.80	0.32
TENNESSEE	1.05	7.04	0.56	0.39	0.09
TEXAS	10.91	.	.	.	.
UTAH	5.47	2.23	0.81	1.01	0.20
VERMONT	13.24	1.43	1.25	2.50	0.00
VIRGINIA	2.97	8.18	0.64	0.39	0.13
WASHINGTON	4.63	0.78	0.00	0.00	0.07
WEST VIRGINIA	9.95	2.05	0.32	0.52	0.20
WISCONSIN	9.09	1.28	0.66	1.16	0.31
WYOMING	4.32	2.88	3.24	0.00	0.72
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	7.14	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11.54	3.85	0.00	0.64	0.64
U.S. AND OUTLYING AREAS	5.62	3.68	0.85	1.07	0.16
50 STATES, D.C. & P.R.	5.62	3.68	0.86	1.07	0.16

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

MENTAL RETARDATION

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	3.31	1.62	6.49	23.76
ALASKA	5.16	1.59	1.98	17.06
ARIZONA	6.72	1.86	3.86	23.72
ARKANSAS	8.56	3.49	6.63	32.57
CALIFORNIA	7.15	5.86	0.85	22.64
COLORADO	10.44	0.91	2.52	28.35
CONNECTICUT	3.00	1.00	1.59	14.41
DELAWARE	1.75	0.16	0.32	9.24
DISTRICT OF COLUMBIA	1.10	0.44	0.00	15.79
FLORIDA	6.16	0.72	3.81	26.63
GEORGIA	5.03	1.61	5.31	24.92
HAWAII	1.14	0.14	0.29	12.73
IDAHO	10.81	3.09	4.54	30.34
ILLINOIS	4.37	2.57	3.37	23.78
INDIANA	6.62	3.48	6.15	30.84
IOWA	1.60	2.19	5.83	21.14
KANSAS	8.49	1.42	2.69	26.53
KENTUCKY	5.66	2.07	7.12	26.01
LOUISIANA	0.15	4.39	4.12	18.20
MAINE	9.64	1.87	2.30	31.22
MARYLAND	2.52	1.60	3.35	20.56
MASSACHUSETTS	2.00	3.66	3.56	22.75
MICHIGAN	4.12	3.39	3.11	18.88
MINNESOTA	0.92	2.08	2.46	18.86
MISSISSIPPI	2.63	0.66	4.31	19.71
MISSOURI	3.63	1.00	3.71	15.49
MONTANA	0.92	1.83	1.60	10.98
NEBRASKA	6.53	1.17	2.19	18.51
NEVADA	1.62	1.29	0.65	13.09
NEW HAMPSHIRE	0.00	0.00	3.36	21.75
NEW JERSEY	4.60	1.82	2.52	20.14
NEW MEXICO	5.23	2.40	3.60	18.65
NEW YORK	5.42	1.45	3.15	19.09
NORTH CAROLINA	4.97	1.28	6.69	24.68
NORTH DAKOTA	2.74	0.97	2.10	19.52
OHIO	4.22	2.12	3.63	19.57
OKLAHOMA	6.91	3.40	4.56	26.91
OREGON	3.43	3.79	1.32	14.24
PENNSYLVANIA	3.58	4.75	3.19	26.20
PUERTO RICO	1.99	1.69	5.51	15.41
RHODE ISLAND	9.54	0.87	1.95	33.84
SOUTH CAROLINA	3.59	3.11	5.75	23.48
SOUTH DAKOTA	5.43	1.76	3.04	24.28
TENNESSEE	5.41	2.60	2.66	19.80
TEXAS	.	.	1.88	12.79
UTAH	2.84	4.86	3.31	20.74
VERMONT	8.94	1.43	3.94	32.74
VIRGINIA	4.06	0.93	4.13	21.44
WASHINGTON	3.81	1.90	1.26	12.45
WEST VIRGINIA	4.44	1.73	5.82	25.02
WISCONSIN	6.63	2.56	2.79	24.47
WYOMING	6.12	.	2.16	19.42
AMERICAN SAMOA	0.00	7.14	0.00	7.14
GUAM	.	7.14	5.95	20.24
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	33.33	33.33
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	4.49	1.92	10.26	33.33
U.S. AND OUTLYING AREAS	4.37	2.34	3.95	22.05
50 STATES, D.C. & P.R.	4.38	2.34	3.95	22.07

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	72	60	0	46	3
ALASKA	15	2	0	17	0
ARIZONA	102	1	1	38	7
ARKANSAS	11	3	1	5	1
CALIFORNIA	292	135	20	672	6
COLORADO	244	11	3	296	3
CONNECTICUT	492	9	7	154	4
DELAWARE	7	1	0	10	0
DISTRICT OF COLUMBIA	2	1	0	4	0
FLORIDA	347	252	1	1,261	12
GEORGIA	175	157	14	712	8
HAWAII	50	49	3	17	0
IDAHO	13	3	0	10	1
ILLINOIS	1,123	66	43	583	18
INDIANA	230	6	12	115	5
IOWA	245	13	2	270	3
KANSAS	145	.	0	154	3
KENTUCKY	68	1	3	59	3
LOUISIANA	30	59	0	23	4
MAINE	125	12	5	127	0
MARYLAND	134	25	7	112	4
MASSACHUSETTS	452	.	19	216	5
MICHIGAN	458	45	22	688	18
MINNESOTA	530	4	.	155	6
MISSISSIPPI	1	7	1	2	0
MISSOURI	89	34	1	59	8
MONTANA	6	1	0	5	0
NEBRASKA	75	1	1	47	0
NEVADA	21	7	2	3	0
NEW HAMPSHIRE	101	43	8	0	0
NEW JERSEY	1,059	.	4	70	4
NEW MEXICO	72	10	2	68	4
NEW YORK	1,006	339	60	711	11
NORTH CAROLINA	187	48	4	205	5
NORTH DAKOTA	12	0	0	7	0
OHIO	236	19	1	165	7
OKLAHOMA	69	0	1	21	2
OREGON	51	10	1	22	0
PENNSYLVANIA	795	.	11	831	10
PUERTO RICO	4	4	5	13	0
RHODE ISLAND	74	3	5	26	4
SOUTH CAROLINA	41	31	0	93	1
SOUTH DAKOTA	9	4	4	32	2
TENNESSEE	65	32	2	56	1
TEXAS	1,096	.	.	.	.
UTAH	84	58	1	122	2
VERMONT	43	2	1	27	1
VIRGINIA	284	75	3	168	6
WASHINGTON	44	9	0	0	0
WEST VIRGINIA	85	3	0	31	0
WISCONSIN	590	35	8	677	10
WYOMING	34	0	3	20	1
AMERICAN SAMOA	0	1	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	1	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	15	2	0	4	0
U.S. AND OUTLYING AREAS	11,611	1,693	292	9,229	193
50 STATES, D.C. & P.R.	11,595	1,690	292	9,225	193

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Table AD1

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SERIOUS EMOTIONAL DISTURBANCE

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	192	114	192	679
ALASKA	36	38	64	172
ARIZONA	215	52	252	668
ARKANSAS	37	10	10	78
CALIFORNIA	2,255	1,566	219	5,165
COLORADO	718	168	297	1,740
CONNECTICUT	453	210	404	1,733
DELAWARE	46	3	5	72
DISTRICT OF COLUMBIA	0	2	2	11
FLORIDA	1,881	138	933	4,825
GEORGIA	1,447	424	723	3,660
HAWAII	53	7	13	192
IDAHO	43	11	24	105
ILLINOIS	1,443	1,241	1,515	6,032
INDIANA	568	254	523	1,713
IOWA	174	191	597	1,495
KANSAS	641	125	213	1,281
KENTUCKY	333	121	305	893
LOUISIANA	7	291	247	661
MAINE	274	57	199	799
MARYLAND	229	69	152	732
MASSACHUSETTS	100	185	180	1,157
MICHIGAN	1,038	1,107	1,137	4,513
MINNESOTA	478	1,108	909	3,190
MISSISSIPPI	24	10	15	60
MISSOURI	251	236	324	1,002
MONTANA	40	9	27	88
NEBRASKA	181	56	82	443
NEVADA	23	25	23	104
NEW HAMPSHIRE	0	0	267	419
NEW JERSEY	884	269	1,017	3,307
NEW MEXICO	274	75	159	664
NEW YORK	3,011	626	2,106	7,870
NORTH CAROLINA	491	144	592	1,676
NORTH DAKOTA	20	14	37	90
OHIO	402	157	303	1,290
OKLAHOMA	230	67	99	489
OREGON	171	232	86	573
PENNSYLVANIA	1,133	1,979	584	5,343
PUERTO RICO	10	10	19	65
RHODE ISLAND	218	16	114	460
SOUTH CAROLINA	199	152	269	786
SOUTH DAKOTA	21	20	30	122
TENNESSEE	316	159	74	705
TEXAS	.	.	668	1,764
UTAH	275	351	204	1,097
VERMONT	115	21	82	292
VIRGINIA	514	98	634	1,782
WASHINGTON	176	90	77	396
WEST VIRGINIA	144	79	152	494
WISCONSIN	1,525	475	796	4,116
WYOMING	48	.	67	173
AMERICAN SAMOA	0	0	0	1
GUAM	.	1	1	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	14	11	28	74
U.S. AND OUTLYING AREAS	23,371	12,874	18,051	77,314
50 STATES, D.C. & P.R.	23,357	12,862	18,022	77,236

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Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	3.31	2.76	0.00	2.12	0.14
ALASKA	4.12	0.55	0.00	4.67	0.00
ARIZONA	5.71	0.06	0.06	2.13	0.39
ARKANSAS	6.96	1.90	0.63	3.16	0.63
CALIFORNIA	3.42	1.58	0.23	7.87	0.07
COLORADO	6.72	0.30	0.08	8.15	0.08
CONNECTICUT	7.80	0.14	0.11	2.44	0.06
DELAWARE	1.71	0.24	0.00	2.44	0.00
DISTRICT OF COLUMBIA	0.49	0.25	0.00	0.98	0.00
FLORIDA	2.83	2.06	0.01	10.30	0.10
GEORGIA	2.63	2.36	0.21	10.72	0.12
HAWAII	7.70	7.55	0.46	2.62	0.00
IDAHO	6.13	1.42	0.00	4.72	0.47
ILLINOIS	7.85	0.46	0.30	4.07	0.13
INDIANA	6.28	0.16	0.33	3.14	0.14
IOWA	6.63	0.35	0.05	7.31	0.08
KANSAS	6.75	.	0.00	7.17	0.14
KENTUCKY	3.62	0.05	0.16	3.14	0.16
LOUISIANA	1.17	2.30	0.00	0.90	0.16
MAINE	6.63	0.64	0.27	6.74	0.00
MARYLAND	4.91	0.92	0.26	4.10	0.15
MASSACHUSETTS	8.36	.	0.35	4.00	0.09
MICHIGAN	5.78	0.57	0.28	8.68	0.23
MINNESOTA	7.00	0.05	.	2.05	0.08
MISSISSIPPI	0.82	5.74	0.82	1.64	0.00
MISSOURI	2.24	0.86	0.03	1.48	0.20
MONTANA	1.10	0.18	0.00	0.92	0.00
NEBRASKA	6.84	0.09	0.09	4.28	0.00
NEVADA	3.87	1.29	0.37	0.55	0.00
NEW HAMPSHIRE	9.63	4.10	0.76	0.00	0.00
NEW JERSEY	12.17	.	0.05	0.80	0.05
NEW MEXICO	5.34	0.74	0.15	5.04	0.30
NEW YORK	4.76	1.60	0.28	3.37	0.05
NORTH CAROLINA	5.20	1.34	0.11	5.70	0.14
NORTH DAKOTA	3.67	0.00	0.00	2.14	0.00
OHIO	4.48	0.36	0.02	3.13	0.13
OKLAHOMA	6.94	0.00	0.10	2.11	0.20
OREGON	3.08	0.60	0.06	1.33	0.00
PENNSYLVANIA	8.70	.	0.12	9.09	0.11
PUERTO RICO	1.47	1.47	1.84	4.78	0.00
RHODE ISLAND	6.99	0.28	0.47	2.46	0.38
SOUTH CAROLINA	2.08	1.57	0.00	4.71	0.05
SOUTH DAKOTA	3.90	1.73	1.73	13.85	0.87
TENNESSEE	3.41	1.68	0.10	2.94	0.05
TEXAS	7.39	.	.	.	.
UTAH	4.67	3.23	0.06	6.79	0.11
VERMONT	6.71	0.31	0.16	4.21	0.16
VIRGINIA	5.36	1.41	0.06	3.17	0.11
WASHINGTON	1.98	0.41	0.00	0.00	0.00
WEST VIRGINIA	8.27	0.29	0.00	3.02	0.00
WISCONSIN	7.60	0.45	0.10	8.72	0.13
WYOMING	8.19	0.00	0.72	4.82	0.24
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	7.11	0.95	0.00	1.90	0.00
U.S. AND OUTLYING AREAS	5.91	0.86	0.15	4.70	0.10
50 STATES, D.C. & P.R.	5.91	0.86	0.15	4.70	0.10

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	8.83	5.24	8.83	31.23
ALASKA	9.89	10.44	17.58	47.25
ARIZONA	12.03	2.91	14.10	37.38
ARKANSAS	23.42	6.33	6.33	49.37
CALIFORNIA	26.39	18.33	2.56	60.45
COLORADO	19.77	4.63	8.18	47.91
CONNECTICUT	7.18	3.33	6.40	27.47
DELAWARE	11.22	0.73	1.22	17.56
DISTRICT OF COLUMBIA	0.00	0.49	0.49	2.70
FLORIDA	15.36	1.13	7.62	39.41
GEORGIA	21.78	6.38	10.88	55.10
HAWAII	8.17	1.08	2.00	29.58
IDAHO	20.28	5.19	11.32	49.53
ILLINOIS	10.09	8.67	10.59	42.16
INDIANA	15.52	6.94	14.29	46.80
IOWA	4.71	5.17	16.15	40.45
KANSAS	29.83	5.82	9.91	59.61
KENTUCKY	17.74	6.45	16.25	47.58
LOUISIANA	0.27	11.36	9.64	25.81
MAINE	14.54	3.03	10.56	42.41
MARYLAND	8.39	2.53	5.57	26.80
MASSACHUSETTS	1.85	3.42	3.33	21.41
MICHIGAN	13.10	13.97	14.35	56.97
MINNESOTA	6.31	14.64	12.01	42.14
MISSISSIPPI	19.67	8.20	12.30	49.18
MISSOURI	6.31	5.94	8.15	25.21
MONTANA	7.37	1.66	4.97	16.21
NEBRASKA	16.50	5.10	7.47	40.38
NEVADA	4.24	4.61	4.24	19.19
NEW HAMPSHIRE	0.00	0.00	25.45	39.94
NEW JERSEY	10.16	3.09	11.69	38.01
NEW MEXICO	20.31	5.56	11.79	49.22
NEW YORK	14.25	2.96	9.97	37.25
NORTH CAROLINA	13.66	4.01	16.47	46.63
NORTH DAKOTA	6.12	4.28	11.31	27.52
OHIO	7.63	2.98	5.75	24.50
OKLAHOMA	23.14	6.74	9.96	49.20
OREGON	10.34	14.03	5.20	34.64
PENNSYLVANIA	12.40	21.66	6.39	58.47
PUERTO RICO	3.68	3.68	6.99	23.90
RHODE ISLAND	20.59	1.51	10.76	43.44
SOUTH CAROLINA	10.09	7.70	13.63	39.84
SOUTH DAKOTA	9.09	8.66	12.99	52.81
TENNESSEE	16.57	8.34	3.88	36.97
TEXAS	.	.	4.50	11.90
UTAH	15.29	19.52	11.35	61.01
VERMONT	17.94	3.28	12.79	45.55
VIRGINIA	9.70	1.85	11.96	33.62
WASHINGTON	7.94	4.06	3.47	17.85
WEST VIRGINIA	14.01	7.68	14.79	48.05
WISCONSIN	19.65	6.12	10.26	53.03
WYOMING	11.57	.	16.14	41.69
AMERICAN SAMOA	0.00	0.00	0.00	100.00
GUAM	.	9.09	9.09	18.18
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	6.64	5.21	13.27	35.07
U.S. AND OUTLYING AREAS	11.90	6.55	9.19	39.35
50 STATES, D.C. & P.R.	11.90	6.56	9.19	39.36

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	3	35	11	0	1
ALASKA	2	1	4	0	1
ARIZONA	27	5	22	3	2
ARKANSAS	14	10	2	2	3
CALIFORNIA	37	45	56	12	16
COLORADO	68	14	27	16	6
CONNECTICUT	30	5	7	1	2
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	7	5	0	1	1
IDAHO	4	1	2	1	1
ILLINOIS	.	.	.	.	.
INDIANA	4	22	18	3	9
IOWA	11	5	2	1	6
KANSAS	12	.	6	2	6
KENTUCKY	19	22	9	2	4
LOUISIANA	3	26	3	0	6
MAINE	40	7	7	8	3
MARYLAND	30	60	20	35	4
MASSACHUSETTS	110	.	5	53	.
MICHIGAN	7	4	34	6	23
MINNESOTA	3	.	1	.	.
MISSISSIPPI	1	28	5	0	3
MISSOURI	3	6	1	0	0
MONTANA	4	0	0	0	0
NEBRASKA	0	1	3	0	3
NEVADA	1	1	12	0	0
NEW HAMPSHIRE	5	3	9	0	0
NEW JERSEY	237	.	27	8	10
NEW MEXICO	12	8	1	0	1
NEW YORK	60	278	45	13	31
NORTH CAROLINA	3	16	15	2	16
NORTH DAKOTA	0	0	0	0	0
OHIO	211	73	57	12	12
OKLAHOMA	51	0	6	0	6
OREGON	145	4	6	94	0
PENNSYLVANIA	36	.	6	0	6
PUERTO RICO	1	0	44	0	12
RHODE ISLAND	2	1	3	0	1
SOUTH CAROLINA	0	12	1	0	0
SOUTH DAKOTA	8	2	11	0	1
TENNESSEE	6	33	12	1	8
TEXAS	129	.	.	.	.
UTAH	15	22	7	3	3
VERMONT	3	0	3	1	0
VIRGINIA	7	18	5	1	0
WASHINGTON	42	7	0	0	0
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	1
GUAM	1	.	0	0	1
NORTHERN MARIANAS	0	1	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2	5	0	0	0
U.S. AND OUTLYING AREAS	1,416	788	515	281	209
50 STATES, D.C. & P.R.	1,413	782	515	281	207

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	7	2	2	61
ALASKA	6	2	5	21
ARIZONA	20	8	1	88
ARKANSAS	13	4	4	52
CALIFORNIA	143	94	11	414
COLORADO	82	21	23	257
CONNECTICUT	34	4	9	92
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	2	0	0	16
IDAHO	9	1	1	20
ILLINOIS	.	.	.	.
INDIANA	20	11	10	97
IOWA	1	4	5	35
KANSAS	10	0	2	38
KENTUCKY	19	6	12	93
LOUISIANA	0	8	8	54
MAINE	45	2	21	133
MARYLAND	36	28	59	272
MASSACHUSETTS	25	45	43	281
MICHIGAN	39	17	5	135
MINNESOTA	4	1	.	9
MISSISSIPPI	9	6	23	75
MISSOURI	0	0	0	10
MONTANA	1	4	3	12
NEBRASKA	3	0	2	12
NEVADA	2	0	0	16
NEW HAMPSHIRE	0	0	1	18
NEW JERSEY	220	38	107	647
NEW MEXICO	23	11	9	65
NEW YORK	219	74	76	796
NORTH CAROLINA	12	4	7	75
NORTH DAKOTA	0	0	0	0
OHIO	115	38	20	538
OKLAHOMA	33	8	7	111
OREGON	211	419	99	978
PENNSYLVANIA	2	8	1	59
PUERTO RICO	16	5	3	81
RHODE ISLAND	9	0	9	25
SOUTH CAROLINA	3	0	1	17
SOUTH DAKOTA	4	2	0	28
TENNESSEE	31	6	7	104
TEXAS	.	.	17	146
UTAH	14	30	8	102
VERMONT	0	0	2	9
VIRGINIA	13	9	7	60
WASHINGTON	39	21	8	117
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0	0	0	1
GUAM	.	0	1	3
NORTHERN MARIANAS	0	1	0	2
PALAU	0	0	0	0
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	1	2	13
U.S. AND OUTLYING AREAS	1,497	943	641	6,290
50 STATES, D.C. & P.R.	1,494	941	638	6,271

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0.66	7.71	2.42	0.00	0.22
ALASKA	1.20	0.60	2.40	0.00	0.60
ARIZONA	5.49	1.02	4.47	0.61	0.41
ARKANSAS	6.03	4.31	0.86	0.86	1.29
CALIFORNIA	1.72	2.10	2.61	0.56	0.75
COLORADO	7.39	1.52	2.93	1.74	0.65
CONNECTICUT	5.67	0.95	1.32	0.19	0.38
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	33.33	0.00	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	9.86	7.04	0.00	1.41	1.41
IDAHO	3.67	0.92	1.83	0.92	0.92
ILLINOIS	.	.	.	.	.
INDIANA	1.23	6.79	5.56	0.93	2.78
IOWA	5.19	2.36	0.94	0.47	2.83
KANSAS	2.15	.	1.08	0.36	1.08
KENTUCKY	3.92	4.54	1.86	0.41	0.82
LOUISIANA	0.78	6.74	0.78	0.00	1.55
MAINE	7.68	1.34	1.34	1.54	0.58
MARYLAND	1.88	3.75	1.25	2.19	0.25
MASSACHUSETTS	8.90	.	0.40	4.29	.
MICHIGAN	0.58	0.33	2.79	0.49	1.89
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.54	15.05	2.69	0.00	1.61
MISSOURI	1.42	2.83	0.47	0.00	0.00
MONTANA	2.08	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.65	1.94	0.00	1.94
NEVADA	0.75	0.75	9.02	0.00	0.00
NEW HAMPSHIRE	3.82	2.29	6.87	0.00	0.00
NEW JERSEY	6.43	.	0.73	0.22	0.27
NEW MEXICO	4.07	2.71	0.34	0.00	0.34
NEW YORK	1.15	5.32	0.86	0.25	0.59
NORTH CAROLINA	0.71	3.81	3.57	0.48	3.81
NORTH DAKOTA	.	.	.	.	.
OHIO	4.38	1.51	1.18	0.25	0.25
OKLAHOMA	9.59	0.00	1.13	0.00	1.13
OREGON	.	.	.	.	.
PENNSYLVANIA	7.52	.	1.25	0.00	1.25
PUERTO RICO	0.17	0.00	7.68	0.00	2.09
RHODE ISLAND	5.13	2.56	7.69	0.00	2.56
SOUTH CAROLINA	0.00	7.06	0.59	0.00	0.00
SOUTH DAKOTA	4.97	1.24	6.83	0.00	0.62
TENNESSEE	0.76	4.18	1.52	0.13	1.01
TEXAS	10.01	.	.	.	.
UTAH	2.12	3.11	0.99	0.42	0.42
VERMONT	7.50	0.00	7.50	2.50	0.00
VIRGINIA	1.75	4.51	1.25	0.25	0.00
WASHINGTON	3.21	0.53	0.00	0.00	0.00
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	20.00
GUAM	7.14	.	0.00	0.00	7.14
NORTHERN MARIANAS	0.00	7.69	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1.45	3.62	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	4.19	2.33	1.52	0.83	0.62
50 STATES, D.C. & P.R.	4.20	2.33	1.53	0.84	0.62

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1995.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

MULTIPLE DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1.54	0.44	0.44	13.44
ALASKA	3.59	1.20	2.99	12.57
ARIZONA	4.07	1.63	0.20	17.89
ARKANSAS	5.60	1.72	1.72	22.41
CALIFORNIA	6.67	4.38	0.51	19.30
COLORADO	8.91	2.28	2.50	27.93
CONNECTICUT	6.43	0.76	1.70	17.39
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.33
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	2.82	0.00	0.00	22.54
IDAHO	8.26	0.92	0.92	18.35
ILLINOIS	.	.	.	.
INDIANA	6.17	3.40	3.09	29.94
IOWA	0.47	1.89	2.36	16.51
KANSAS	1.80	0.00	0.36	6.82
KENTUCKY	3.92	1.24	2.47	19.18
LOUISIANA	0.00	2.07	2.07	13.99
MAINE	8.64	0.38	4.03	25.53
MARYLAND	2.25	1.75	3.69	17.01
MASSACHUSETTS	2.02	3.64	3.48	22.73
MICHIGAN	3.20	1.40	0.41	11.09
MINNESOTA	.	.	.	.
MISSISSIPPI	4.84	3.23	12.37	40.32
MISSOURI	0.00	0.00	0.00	4.72
MONTANA	0.52	2.08	1.56	6.25
NEBRASKA	1.94	0.00	1.29	7.74
NEVADA	1.50	0.00	0.00	12.03
NEW HAMPSHIRE	0.00	0.00	0.76	13.74
NEW JERSEY	5.97	1.03	2.90	17.55
NEW MEXICO	7.80	3.73	3.05	22.03
NEW YORK	4.19	1.41	1.45	15.22
NORTH CAROLINA	2.86	0.95	1.67	17.86
NORTH DAKOTA	.	.	.	.
OHIO	2.39	0.79	0.41	11.16
OKLAHOMA	6.20	1.50	1.32	20.86
OREGON	.	.	.	.
PENNSYLVANIA	0.42	1.67	0.21	12.32
PUERTO RICO	2.79	0.87	0.52	14.14
RHODE ISLAND	23.08	0.00	23.08	64.10
SOUTH CAROLINA	1.76	0.00	0.59	10.00
SOUTH DAKOTA	2.48	1.24	0.00	17.39
TENNESSEE	3.92	0.76	0.89	13.16
TEXAS	.	.	1.32	11.33
UTAH	1.98	4.24	1.13	14.43
VERMONT	0.00	0.00	5.00	22.50
VIRGINIA	3.26	2.26	1.75	15.04
WASHINGTON	2.98	1.60	0.61	8.94
WEST VIRGINIA	.	.	.	.
WISCONSIN	.	.	.	.
WYOMING	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	20.00
GUAM	.	0.00	7.14	21.43
NORTHERN MARIANAS	0.00	7.69	0.00	15.38
PALAU	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	2.17	0.72	1.45	9.42
U.S. AND OUTLYING AREAS	4.43	2.79	1.90	18.61
50 STATES, D.C. & P.R.	4.45	2.80	1.90	18.66

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	28	33	0	24	1
ALASKA	3	0	0	0	0
ARIZONA	24	4	0	3	0
ARKANSAS	13	2	0	7	0
CALIFORNIA	133	85	15	74	2
COLORADO	45	1	0	6	0
CONNECTICUT	29	1	0	4	0
DELAWARE	0	0	0	1	0
DISTRICT OF COLUMBIA	0	1	0	0	0
FLORIDA	50	40	0	51	0
GEORGIA	29	30	2	8	0
HAWAII	11	2	0	0	0
IDAHO	4	0	0	5	0
ILLINOIS	149	3	0	12	1
INDIANA	74	3	1	11	3
IOWA	24	0	0	63	0
KANSAS	33	.	0	4	0
KENTUCKY	34	3	0	13	1
LOUISIANA	40	26	0	2	0
MAINE	16	0	0	4	0
MARYLAND	51	2	0	19	0
MASSACHUSETTS	56	.	2	26	.
MICHIGAN	105	3	0	26	0
MINNESOTA	58	.	.	8	.
MISSISSIPPI	0	28	0	0	0
MISSOURI	16	12	0	0	0
MONTANA	5	0	0	5	0
NEBRASKA	25	1	0	8	0
NEVADA	5	1	0	0	0
NEW HAMPSHIRE	10	0	1	0	0
NEW JERSEY	82	.	0	2	0
NEW MEXICO	22	0	0	4	0
NEW YORK	116	65	3	59	2
NORTH CAROLINA	91	25	0	36	1
NORTH DAKOTA	1	1	0	0	0
OHIO	114	7	0	9	1
OKLAHOMA	33	0	0	1	0
OREGON	24	2	0	3	0
PENNSYLVANIA	141	.	0	30	1
PUERTO RICO	9	10	8	3	1
RHODE ISLAND	7	0	0	0	0
SOUTH CAROLINA	10	13	0	8	0
SOUTH DAKOTA	7	1	0	1	0
TENNESSEE	38	24	1	10	0
TEXAS	164	.	.	.	.
UTAH	10	0	0	3	1
VERMONT	9	0	0	1	0
VIRGINIA	48	11	0	27	0
WASHINGTON	35	0	0	0	0
WEST VIRGINIA	19	9	0	0	0
WISCONSIN	51	3	0	11	0
WYOMING	8	1	0	3	0
AMERICAN SAMOA	1	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,110	454	33	595	15
50 STATES, D.C. & P.R.	2,109	453	33	595	15

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	34	19	27	166
ALASKA	2	0	4	9
ARIZONA	9	1	13	54
ARKANSAS	13	5	2	42
CALIFORNIA	212	143	32	696
COLORADO	30	6	6	94
CONNECTICUT	10	0	3	47
DELAWARE	2	0	0	3
DISTRICT OF COLUMBIA	0	0	0	1
FLORIDA	76	5	11	233
GEORGIA	15	8	16	108
HAWAII	3	1	2	19
IDAHO	8	3	4	24
ILLINOIS	27	28	22	242
INDIANA	59	7	17	175
IOWA	5	5	10	107
KANSAS	10	2	4	53
KENTUCKY	15	2	15	83
LOUISIANA	0	20	13	101
MAINE	6	2	2	30
MARYLAND	23	0	7	102
MASSACHUSETTS	12	23	22	141
MICHIGAN	25	28	20	207
MINNESOTA	14	20	9	109
MISSISSIPPI	13	3	6	50
MISSOURI	1	2	0	31
MONTANA	2	2	0	14
NEBRASKA	9	2	4	49
NEVADA	2	1	0	9
NEW HAMPSHIRE	0	0	4	15
NEW JERSEY	34	2	6	126
NEW MEXICO	6	5	14	51
NEW YORK	75	9	43	372
NORTH CAROLINA	24	6	32	215
NORTH DAKOTA	0	0	1	3
OHIO	29	10	9	179
OKLAHOMA	15	9	2	60
OREGON	6	33	8	76
PENNSYLVANIA	21	54	9	256
PUERTO RICO	7	6	11	55
RHODE ISLAND	11	1	1	20
SOUTH CAROLINA	14	3	15	63
SOUTH DAKOTA	2	1	1	13
TENNESSEE	21	4	7	105
TEXAS	.	.	26	190
UTAH	4	4	0	22
VERMONT	3	2	1	16
VIRGINIA	26	4	13	129
WASHINGTON	28	6	12	81
WEST VIRGINIA	5	0	6	39
WISCONSIN	21	11	8	105
WYOMING	3	.	5	20
AMERICAN SAMOA	0	0	0	1
GUAM	.	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	2	1	3
U.S. AND OUTLYING AREAS	992	510	506	5,215
50 STATES, D.C. & P.R.	992	508	505	5,210

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	7.16	8.44	0.00	6.14	0.26
ALASKA	5.66	0.00	0.00	0.00	0.00
ARIZONA	5.90	0.98	0.00	0.74	0.00
ARKANSAS	6.67	1.03	0.00	3.59	0.00
CALIFORNIA	4.85	3.10	0.55	2.70	0.07
COLORADO	14.15	0.31	0.00	1.89	0.00
CONNECTICUT	12.13	0.42	0.00	1.67	0.00
DELAWARE	0.00	0.00	0.00	1.67	0.00
DISTRICT OF COLUMBIA	0.00	16.67	0.00	0.00	0.00
FLORIDA	6.08	4.86	0.00	6.20	0.00
GEORGIA	6.21	6.42	0.43	1.71	0.00
HAWAII	11.11	2.02	0.00	0.00	0.00
IDAHO	4.04	0.00	0.00	5.05	0.00
ILLINOIS	14.29	0.29	0.00	1.15	0.10
INDIANA	14.95	0.61	0.20	2.22	0.61
IOWA	8.14	0.00	0.00	21.36	0.00
KANSAS	15.14	.	0.00	1.83	0.00
KENTUCKY	10.30	0.91	0.00	3.94	0.30
LOUISIANA	7.37	4.79	0.00	0.37	0.00
MAINE	17.02	0.00	0.00	4.26	0.00
MARYLAND	13.21	0.52	0.00	4.92	0.00
MASSACHUSETTS	10.92	.	0.39	5.07	.
MICHIGAN	11.40	0.33	0.00	2.82	0.00
MINNESOTA	12.18	.	.	1.68	.
MISSISSIPPI	0.00	12.44	0.00	0.00	0.00
MISSOURI	4.20	3.15	0.00	0.00	0.00
MONTANA	6.85	0.00	0.00	6.85	0.00
NEBRASKA	13.81	0.55	0.00	4.42	0.00
NEVADA	7.58	1.52	0.00	0.00	0.00
NEW HAMPSHIRE	15.38	0.00	1.54	0.00	0.00
NEW JERSEY	16.91	.	0.00	0.41	0.00
NEW MEXICO	14.29	0.00	0.00	2.60	0.00
NEW YORK	5.94	3.33	0.15	3.02	0.10
NORTH CAROLINA	13.58	3.73	0.00	5.37	0.15
NORTH DAKOTA	2.86	2.86	0.00	0.00	0.00
OHIO	13.26	0.81	0.00	1.05	0.12
OKLAHOMA	12.55	0.00	0.00	0.38	0.00
OREGON	6.45	0.54	0.00	0.81	0.00
PENNSYLVANIA	14.49	.	0.00	3.08	0.10
PUERTO RICO	2.89	3.22	2.57	0.96	0.32
RHODE ISLAND	11.67	0.00	0.00	0.00	0.00
SOUTH CAROLINA	3.12	4.05	0.00	2.49	0.00
SOUTH DAKOTA	12.50	1.79	0.00	1.79	0.00
TENNESSEE	7.32	4.62	0.19	1.93	0.00
TEXAS	9.15	.	.	.	.
UTAH	5.21	0.00	0.00	1.56	0.52
VERMONT	17.65	0.00	0.00	1.96	0.00
VIRGINIA	11.16	2.56	0.00	6.28	0.00
WASHINGTON	5.35	0.00	0.00	0.00	0.00
WEST VIRGINIA	12.03	5.70	0.00	0.00	0.00
WISCONSIN	13.53	0.80	0.00	2.92	0.00
WYOMING	16.67	2.08	0.00	6.25	0.00
AMERICAN SAMOA	33.33	0.00	0.00	0.00	0.00
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	25.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	9.18	1.98	0.14	2.59	0.07
50 STATES, D.C. & P.R.	9.19	1.97	0.14	2.59	0.07

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

HEARING IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	8.70	4.86	6.91	42.46
ALASKA	3.77	0.00	7.55	16.98
ARIZONA	2.21	0.25	3.19	13.27
ARKANSAS	6.67	2.56	1.03	21.54
CALIFORNIA	7.73	5.22	1.17	25.38
COLORADO	9.43	1.89	1.89	29.56
CONNECTICUT	4.18	0.00	1.26	19.67
DELAWARE	3.33	0.00	0.00	5.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	16.67
FLORIDA	9.23	0.61	1.34	28.31
GEORGIA	3.21	1.71	3.43	23.13
HAWAII	3.03	1.01	2.02	19.19
IDAHO	8.08	3.03	4.04	24.24
ILLINOIS	2.59	2.68	2.11	23.20
INDIANA	11.92	1.41	3.43	35.35
IOWA	1.69	1.69	3.39	36.27
KANSAS	4.59	0.92	1.83	24.31
KENTUCKY	4.55	0.61	4.55	25.15
LOUISIANA	0.00	3.68	2.39	18.60
MAINE	6.38	2.13	2.13	31.91
MARYLAND	5.96	0.00	1.81	26.42
MASSACHUSETTS	2.34	4.48	4.29	27.49
MICHIGAN	2.71	3.04	2.17	22.48
MINNESOTA	2.94	4.20	1.89	22.90
MISSISSIPPI	5.78	1.33	2.67	22.22
MISSOURI	0.26	0.52	0.00	8.14
MONTANA	2.74	2.74	0.00	19.18
NEBRASKA	4.97	1.10	2.21	27.07
NEVADA	3.03	1.52	0.00	13.64
NEW HAMPSHIRE	0.00	0.00	6.15	23.08
NEW JERSEY	7.01	0.41	1.24	25.98
NEW MEXICO	3.90	3.25	9.09	33.12
NEW YORK	3.84	0.46	2.20	19.05
NORTH CAROLINA	3.58	0.90	4.78	32.09
NORTH DAKOTA	0.00	0.00	2.86	8.57
OHIO	3.37	1.16	1.05	20.81
OKLAHOMA	5.70	3.42	0.76	22.81
OREGON	1.61	8.87	2.15	20.43
PENNSYLVANIA	2.16	5.55	0.92	26.31
PUERTO RICO	2.25	1.93	3.54	17.68
RHODE ISLAND	18.33	1.67	1.67	33.33
SOUTH CAROLINA	4.36	0.93	4.67	19.63
SOUTH DAKOTA	3.57	1.79	1.79	23.21
TENNESSEE	4.05	0.77	1.35	20.23
TEXAS	.	.	1.45	10.60
UTAH	2.08	2.08	0.00	11.46
VERMONT	5.88	3.92	1.96	31.37
VIRGINIA	6.05	0.93	3.02	30.00
WASHINGTON	4.28	0.92	1.83	12.39
WEST VIRGINIA	3.16	0.00	3.80	24.68
WISCONSIN	5.57	2.92	2.12	27.85
WYOMING	6.25	.	10.42	41.67
AMERICAN SAMOA	0.00	0.00	0.00	33.33
GUAM	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	25.00
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	20.00	10.00	30.00
U.S. AND OUTLYING AREAS	4.32	2.22	2.20	22.69
50 STATES, D.C. & P.R.	4.32	2.21	2.20	22.71

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	11	5	0	2	0
ALASKA	3	0	0	3	0
ARIZONA	15	3	0	1	2
ARKANSAS	3	0	0	2	0
CALIFORNIA	116	68	64	126	17
COLORADO	23	1	2	25	3
CONNECTICUT	3	0	2	2	0
DELAWARE	3	2	0	1	1
DISTRICT OF COLUMBIA	0	4	0	0	0
FLORIDA	92	60	0	222	8
GEORGIA	13	18	0	1	1
HAWAII	12	8	0	0	0
IDAHO	5	4	0	1	1
ILLINOIS	109	4	4	18	8
INDIANA	40	3	0	7	4
IOWA	32	5	0	36	3
KANSAS	13	.	0	4	1
KENTUCKY	21	0	0	4	1
LOUISIANA	21	17	1	8	2
MAINE	4	0	0	4	0
MARYLAND	12	2	0	3	0
MASSACHUSETTS	39	.	2	18	.
MICHIGAN	187	9	9	109	15
MINNESOTA	55	.	.	5	.
MISSISSIPPI	9	25	2	5	4
MISSOURI	20	11	0	3	2
MONTANA	3	0	0	1	0
NEBRASKA	10	0	1	1	0
NEVADA	2	0	0	1	0
NEW HAMPSHIRE	4	1	1	0	0
NEW JERSEY	26	.	0	4	0
NEW MEXICO	9	2	0	2	0
NEW YORK	81	11	2	46	1
NORTH CAROLINA	28	7	0	12	2
NORTH DAKOTA	2	0	0	0	0
OHIO	197	31	3	514	4
OKLAHOMA	9	0	0	1	0
OREGON	13	1	1	38	0
PENNSYLVANIA	58	.	6	2	2
PUERTO RICO	17	4	0	0	1
RHODE ISLAND	6	0	1	7	0
SOUTH CAROLINA	22	7	4	0	3
SOUTH DAKOTA	3	0	0	2	0
TENNESSEE	26	16	0	145	0
TEXAS	154	.	.	.	.
UTAH	4	0	0	2	0
VERMONT	4	0	0	1	1
VIRGINIA	22	6	0	12	0
WASHINGTON	9	1	0	0	1
WEST VIRGINIA	14	2	0	0	1
WISCONSIN	30	1	2	10	2
WYOMING	3	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	2	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,619	339	107	1,411	91
50 STATES, D.C. & P.R.	1,617	339	107	1,411	91

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	3	3	4	28
ALASKA	1	0	0	7
ARIZONA	2	1	0	24
ARKANSAS	2	0	0	7
CALIFORNIA	285	187	30	893
COLORADO	30	7	9	100
CONNECTICUT	1	1	0	9
DELAWARE	5	0	1	13
DISTRICT OF COLUMBIA	0	0	0	4
FLORIDA	106	5	48	541
GEORGIA	11	1	4	49
HAWAII	0	0	0	20
IDAHO	1	1	2	15
ILLINOIS	23	15	17	198
INDIANA	12	2	8	76
IOWA	4	6	8	94
KANSAS	6	0	2	26
KENTUCKY	5	1	3	35
LOUISIANA	0	16	10	75
MAINE	1	0	1	10
MARYLAND	0	1	2	20
MASSACHUSETTS	8	16	14	97
MICHIGAN	71	62	96	558
MINNESOTA	2	14	6	82
MISSISSIPPI	13	1	5	64
MISSOURI	10	6	4	56
MONTANA	1	1	0	6
NEBRASKA	6	3	1	22
NEVADA	1	1	0	5
NEW HAMPSHIRE	0	0	0	6
NEW JERSEY	18	0	2	50
NEW MEXICO	10	2	3	28
NEW YORK	23	7	7	178
NORTH CAROLINA	13	2	2	66
NORTH DAKOTA	0	0	0	2
OHIO	41	19	37	846
OKLAHOMA	0	0	2	12
OREGON	6	18	4	81
PENNSYLVANIA	6	5	5	84
PUERTO RICO	1	3	4	30
RHODE ISLAND	0	0	1	15
SOUTH CAROLINA	8	5	8	57
SOUTH DAKOTA	1	1	0	7
TENNESSEE	10	2	7	206
TEXAS	.	.	24	178
UTAH	7	2	1	16
VERMONT	1	0	0	7
VIRGINIA	6	0	4	50
WASHINGTON	4	6	1	22
WEST VIRGINIA	0	1	1	19
WISCONSIN	13	10	7	75
WYOMING	2	.	0	5
AMERICAN SAMOA	0	0	0	0
GUAM	.	3	0	5
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	1	1	2
U.S. AND OUTLYING AREAS	780	438	396	5,181
50 STATES, D.C. & P.R.	780	434	395	5,174

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	7.86	3.57	0.00	1.43	0.00
ALASKA	13.04	0.00	0.00	13.04	0.00
ARIZONA	6.94	1.39	0.00	0.46	0.93
ARKANSAS	8.82	0.00	0.00	5.88	0.00
CALIFORNIA	3.51	2.06	1.94	3.81	0.51
COLORADO	4.40	0.19	0.38	4.78	0.57
CONNECTICUT	5.45	0.00	3.64	3.64	0.00
DELAWARE	2.40	1.60	0.00	0.80	0.80
DISTRICT OF COLUMBIA	0.00	12.90	0.00	0.00	0.00
FLORIDA	6.61	4.31	0.00	15.95	0.57
GEORGIA	5.99	8.29	0.00	0.46	0.46
HAWAII	20.69	13.79	0.00	0.00	0.00
IDAHO	12.82	10.26	0.00	2.56	2.56
ILLINOIS	13.47	0.49	0.49	2.22	0.99
INDIANA	20.20	1.52	0.00	3.54	2.02
IOWA	10.46	1.63	0.00	11.76	0.98
KANSAS	12.62	.	0.00	3.88	0.97
KENTUCKY	15.11	0.00	0.00	2.88	0.72
LOUISIANA	5.63	4.56	0.27	2.14	0.54
MAINE	14.81	0.00	0.00	14.81	0.00
MARYLAND	11.32	1.89	0.00	2.83	0.00
MASSACHUSETTS	15.18	.	0.78	7.00	.
MICHIGAN	8.23	0.40	0.40	4.80	0.66
MINNESOTA	14.29	.	.	1.30	.
MISSISSIPPI	2.18	6.05	0.48	1.21	0.97
MISSOURI	8.13	4.47	0.00	1.22	0.81
MONTANA	9.09	0.00	0.00	3.03	0.00
NEBRASKA	8.40	0.00	0.84	0.84	0.00
NEVADA	3.57	0.00	0.00	1.79	0.00
NEW HAMPSHIRE	10.53	2.63	2.63	0.00	0.00
NEW JERSEY	13.68	.	0.00	2.11	0.00
NEW MEXICO	6.98	1.55	0.00	1.55	0.00
NEW YORK	13.37	1.82	0.33	7.59	0.17
NORTH CAROLINA	10.22	2.55	0.00	4.38	0.73
NORTH DAKOTA	7.69	0.00	0.00	0.00	0.00
OHIO	25.22	3.97	0.38	65.81	0.51
OKLAHOMA	10.71	0.00	0.00	1.19	0.00
OREGON	5.33	0.41	0.41	15.57	0.00
PENNSYLVANIA	12.80	.	1.32	0.44	0.44
PUERTO RICO	8.67	2.04	0.00	0.00	0.51
RHODE ISLAND	15.00	0.00	2.50	17.50	0.00
SOUTH CAROLINA	8.91	2.83	1.62	0.00	1.21
SOUTH DAKOTA	8.82	0.00	0.00	5.88	0.00
TENNESSEE	6.52	4.01	0.00	36.34	0.00
TEXAS	10.36	.	.	.	.
UTAH	7.55	0.00	0.00	3.77	0.00
VERMONT	13.33	0.00	0.00	3.33	3.33
VIRGINIA	11.46	3.13	0.00	6.25	0.00
WASHINGTON	3.23	0.36	0.00	0.00	0.36
WEST VIRGINIA	21.21	3.03	0.00	0.00	1.52
WISCONSIN	9.15	0.30	0.61	3.05	0.61
WYOMING	8.33	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	25.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.88	1.86	0.59	7.74	0.50
50 STATES, D.C. & P.R.	8.88	1.86	0.59	7.75	0.50

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	2.14	2.14	2.86	20.00
ALASKA	4.35	0.00	0.00	30.43
ARIZONA	0.93	0.46	0.00	11.11
ARKANSAS	5.88	0.00	0.00	20.59
CALIFORNIA	8.62	5.65	0.91	27.00
COLORADO	5.74	1.34	1.72	19.12
CONNECTICUT	1.82	1.82	0.00	16.36
DELAWARE	4.00	0.00	0.80	10.40
DISTRICT OF COLUMBIA	0.00	0.00	0.00	12.90
FLORIDA	7.61	0.36	3.45	38.86
GEORGIA	5.07	0.46	1.84	22.58
HAWAII	0.00	0.00	0.00	34.48
IDAHO	2.56	2.56	5.13	38.46
ILLINOIS	2.84	1.85	2.10	24.47
INDIANA	6.06	1.01	4.04	38.38
IOWA	1.31	1.96	2.61	30.72
KANSAS	5.83	0.00	1.94	25.24
KENTUCKY	3.60	0.72	2.16	25.18
LOUISIANA	0.00	4.29	2.68	20.11
MAINE	3.70	0.00	3.70	37.04
MARYLAND	0.00	0.94	1.89	18.87
MASSACHUSETTS	3.11	6.23	5.45	37.74
MICHIGAN	3.12	2.73	4.22	24.55
MINNESOTA	0.52	3.64	1.56	21.30
MISSISSIPPI	3.15	0.24	1.21	15.50
MISSOURI	4.07	2.44	1.63	22.76
MONTANA	3.03	3.03	0.00	18.18
NEBRASKA	5.04	2.52	0.84	18.49
NEVADA	1.79	1.79	0.00	8.93
NEW HAMPSHIRE	0.00	0.00	0.00	15.79
NEW JERSEY	9.47	0.00	1.05	26.32
NEW MEXICO	7.75	1.55	2.33	21.71
NEW YORK	3.80	1.16	1.16	29.37
NORTH CAROLINA	4.74	0.73	0.73	24.09
NORTH DAKOTA	0.00	0.00	0.00	7.69
OHIO	5.25	2.43	4.74	108.32
OKLAHOMA	0.00	0.00	2.38	14.29
OREGON	2.46	7.38	1.64	33.20
PENNSYLVANIA	1.32	1.10	1.10	18.54
PUERTO RICO	0.51	1.53	2.04	15.31
RHODE ISLAND	0.00	0.00	2.50	37.50
SOUTH CAROLINA	3.24	2.02	3.24	23.08
SOUTH DAKOTA	2.94	2.94	0.00	20.59
TENNESSEE	2.51	0.50	1.75	51.63
TEXAS	.	.	1.61	11.97
UTAH	13.21	3.77	1.89	30.19
VERMONT	3.33	0.00	0.00	23.33
VIRGINIA	3.13	0.00	2.08	26.04
WASHINGTON	1.43	2.15	0.36	7.89
WEST VIRGINIA	0.00	1.52	1.52	28.79
WISCONSIN	3.96	3.05	2.13	22.87
WYOMING	5.56	.	0.00	13.89
AMERICAN SAMOA	.	.	.	.
GUAM	.	37.50	0.00	62.50
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	100.00	100.00	200.00
U.S. AND OUTLYING AREAS	4.28	2.40	2.17	28.42
50 STATES, D.C. & P.R.	4.28	2.38	2.17	28.41

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	32	27	0	8	1
ALASKA	6	0	0	2	0
ARIZONA	14	0	0	2	2
ARKANSAS	37	2	0	20	2
CALIFORNIA	158	51	10	492	18
COLORADO	.	.	.	.	.
CONNECTICUT	54	0	0	27	1
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	2	0	0
FLORIDA	13	2	0	3,229	0
GEORGIA	27	21	0	39	5
HAWAII	6	3	1	1	0
IDAHO	11	1	0	11	1
ILLINOIS	44	1	0	253	3
INDIANA	11	1	0	5	2
IOWA	0	0	0	0	0
KANSAS	39	.	1	26	3
KENTUCKY	10	1	0	16	1
LOUISIANA	35	23	0	15	7
MAINE	19	1	0	12	0
MARYLAND	19	9	1	20	1
MASSACHUSETTS	48	.	2	23	.
MICHIGAN	.	.	.	.	.
MINNESOTA	95	.	.	13	4
MISSISSIPPI	.	.	.	.	.
MISSOURI	12	3	1	0	1
MONTANA	13	0	0	1	0
NEBRASKA	29	0	0	31	2
NEVADA	8	0	0	0	0
NEW HAMPSHIRE	47	12	2	0	0
NEW JERSEY	111	.	2	10	4
NEW MEXICO	12	1	0	4	1
NEW YORK	164	24	0	92	5
NORTH CAROLINA	135	21	1	39	3
NORTH DAKOTA	1	0	0	0	1
OHIO	.	.	.	.	.
OKLAHOMA	20	0	0	7	0
OREGON	26	7	3	19	2
PENNSYLVANIA	5	.	0	0	0
PUERTO RICO	13	4	7	9	4
RHODE ISLAND	29	0	0	153	1
SOUTH CAROLINA	12	1	0	7	0
SOUTH DAKOTA	2	0	1	4	2
TENNESSEE	104	14	2	719	5
TEXAS	560	.	.	.	.
UTAH	14	1	0	7	2
VERMONT	9	0	2	2	1
VIRGINIA	47	8	1	14	4
WASHINGTON	125	17	0	0	3
WEST VIRGINIA	9	0	0	1	1
WISCONSIN	24	1	0	38	2
WYOMING	11	1	0	10	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2	0	1	1	0
U.S. AND OUTLYING AREAS	2,222	260	40	5,382	95
50 STATES, D.C. & P.R.	2,220	250	39	5,381	95

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	5	5	15	93
ALASKA	5	2	4	19
ARIZONA	10	1	14	43
ARKANSAS	38	17	10	126
CALIFORNIA	480	291	38	1,538
COLORADO	.	.	.	.
CONNECTICUT	19	5	12	118
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	4
FLORIDA	25	0	3	3,272
GEORGIA	52	4	20	168
HAWAII	1	2	0	14
IDAHO	9	3	12	48
ILLINOIS	39	11	33	384
INDIANA	7	6	8	40
IOWA	0	0	0	0
KANSAS	42	2	16	129
KENTUCKY	13	3	8	52
LOUISIANA	2	63	44	189
MAINE	11	1	5	49
MARYLAND	43	3	22	118
MASSACHUSETTS	12	20	19	124
MICHIGAN	.	.	.	.
MINNESOTA	13	64	26	215
MISSISSIPPI	.	.	.	.
MISSOURI	8	9	6	40
MONTANA	2	2	4	22
NEBRASKA	23	4	6	95
NEVADA	3	1	4	16
NEW HAMPSHIRE	0	0	44	105
NEW JERSEY	18	4	16	165
NEW MEXICO	14	6	8	46
NEW YORK	89	23	40	437
NORTH CAROLINA	55	12	54	320
NORTH DAKOTA	0	1	0	3
OHIO	.	.	.	.
OKLAHOMA	6	5	3	41
OREGON	30	80	11	178
PENNSYLVANIA	1	3	2	11
PUERTO RICO	4	4	7	52
RHODE ISLAND	21	0	11	215
SOUTH CAROLINA	4	2	7	33
SOUTH DAKOTA	0	0	0	9
TENNESSEE	143	46	35	1,068
TEXAS	.	.	159	719
UTAH	10	11	9	54
VERMONT	4	1	3	22
VIRGINIA	38	4	25	141
WASHINGTON	127	50	42	364
WEST VIRGINIA	0	1	4	16
WISCONSIN	14	11	6	96
WYOMING	10	.	8	40
AMERICAN SAMOA	0	0	0	0
GUAM	.	0	1	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	1	1
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	1	3	11
U.S. AND OUTLYING AREAS	1,453	784	828	11,064
50 STATES, D.C. & P.R.	1,450	783	823	11,051

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	8.47	7.14	0.00	2.12	0.26
ALASKA	3.19	0.00	0.00	1.06	0.00
ARIZONA	9.33	0.00	0.00	1.33	1.33
ARKANSAS	9.20	0.50	0.00	4.98	0.50
CALIFORNIA	5.14	1.66	0.33	16.01	0.59
COLORADO	.	.	.	.	.
CONNECTICUT	8.45	0.00	0.00	4.23	0.16
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	6.45	6.45	0.00	0.00
FLORIDA	1.12	0.17	0.00	279.08	0.00
GEORGIA	4.70	3.65	0.00	6.78	0.87
HAWAII	6.74	3.37	1.12	1.12	0.00
IDAHO	6.83	0.62	0.00	6.83	0.62
ILLINOIS	3.74	0.08	0.00	21.48	0.25
INDIANA	4.58	0.42	0.00	2.08	0.83
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	8.76	.	0.22	5.84	0.67
KENTUCKY	4.46	0.45	0.00	7.14	0.45
LOUISIANA	3.56	2.34	0.00	1.53	0.71
MAINE	7.54	0.40	0.00	4.76	0.00
MARYLAND	3.71	1.76	0.20	3.91	0.20
MASSACHUSETTS	10.93	.	0.46	5.24	.
MICHIGAN	.	.	.	.	.
MINNESOTA	11.69	.	.	1.60	0.49
MISSISSIPPI	.	.	.	.	.
MISSOURI	2.76	0.69	0.23	0.00	0.23
MONTANA	7.51	0.00	0.00	0.58	0.00
NEBRASKA	9.32	0.00	0.00	9.97	0.64
NEVADA	7.02	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	11.33	2.89	0.48	0.00	0.00
NEW JERSEY	34.15	.	0.62	3.08	1.23
NEW MEXICO	5.66	0.47	0.00	1.89	0.47
NEW YORK	6.71	0.98	0.00	3.76	0.20
NORTH CAROLINA	10.49	1.63	0.08	3.03	0.23
NORTH DAKOTA	2.00	0.00	0.00	0.00	2.00
OHIO	.	.	.	.	.
OKLAHOMA	10.93	0.00	0.00	3.83	0.00
OREGON	4.41	1.19	0.51	3.22	0.34
PENNSYLVANIA	7.94	.	0.00	0.00	0.00
PUERTO RICO	6.02	1.85	3.24	4.17	1.85
RHODE ISLAND	12.34	0.00	0.00	65.11	0.43
SOUTH CAROLINA	8.16	0.68	0.00	4.76	0.00
SOUTH DAKOTA	6.06	0.00	3.03	12.12	6.06
TENNESSEE	6.24	0.84	0.12	43.13	0.30
TEXAS	9.64	.	.	.	.
UTAH	7.37	0.53	0.00	3.68	1.05
VERMONT	8.49	0.00	1.89	1.89	0.94
VIRGINIA	6.65	1.13	0.14	1.98	0.57
WASHINGTON	3.70	0.50	0.00	0.00	0.09
WEST VIRGINIA	7.83	0.00	0.00	0.87	0.87
WISCONSIN	7.74	0.32	0.00	12.26	0.65
WYOMING	8.27	0.75	0.00	7.52	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	13.33	0.00	6.67	6.67	0.00
U.S. AND OUTLYING AREAS	6.71	0.79	0.12	16.26	0.29
50 STATES, D.C. & P.R.	6.71	0.79	0.12	16.27	0.29

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1.32	1.32	3.97	24.60
ALASKA	2.66	1.06	2.13	10.11
ARIZONA	6.67	0.67	9.33	28.67
ARKANSAS	9.45	4.23	2.49	31.34
CALIFORNIA	15.62	9.47	1.24	50.05
COLORADO	.	.	.	.
CONNECTICUT	2.97	0.78	1.88	18.47
DELAWARE	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	12.90
FLORIDA	2.16	0.00	0.26	282.80
GEORGIA	9.04	0.70	3.48	29.22
HAWAII	1.12	2.25	0.00	15.73
IDAHO	5.59	1.86	7.45	29.81
ILLINOIS	3.31	0.93	2.80	32.60
INDIANA	2.92	2.50	3.33	16.67
IOWA	0.00	0.00	0.00	0.00
KANSAS	9.44	0.45	3.60	28.99
KENTUCKY	5.80	1.34	3.57	23.21
LOUISIANA	0.20	6.42	4.48	19.25
MAINE	4.37	0.40	1.98	19.44
MARYLAND	8.40	0.59	4.30	23.05
MASSACHUSETTS	2.73	4.56	4.33	28.25
MICHIGAN	.	.	.	.
MINNESOTA	1.60	7.87	3.20	26.45
MISSISSIPPI	.	.	.	.
MISSOURI	1.84	2.07	1.38	9.22
MONTANA	1.16	1.16	2.31	12.72
NEBRASKA	7.40	1.29	1.93	30.55
NEVADA	2.63	0.88	3.51	14.04
NEW HAMPSHIRE	0.00	0.00	10.60	25.30
NEW JERSEY	5.54	1.23	4.92	50.77
NEW MEXICO	6.60	2.83	3.77	21.70
NEW YORK	3.64	0.94	1.64	17.88
NORTH CAROLINA	4.27	0.93	4.20	24.86
NORTH DAKOTA	0.00	2.00	0.00	6.00
OHIO	.	.	.	.
OKLAHOMA	3.28	2.73	1.64	22.40
OREGON	5.08	13.56	1.86	30.17
PENNSYLVANIA	1.59	4.76	3.17	17.46
PUERTO RICO	1.85	1.85	3.24	24.07
RHODE ISLAND	8.94	0.00	4.68	91.49
SOUTH CAROLINA	2.72	1.36	4.76	22.45
SOUTH DAKOTA	0.00	0.00	0.00	27.27
TENNESSEE	8.58	2.76	2.10	64.07
TEXAS	.	.	2.74	12.37
UTAH	5.26	5.79	4.74	28.42
VERMONT	3.77	0.94	2.83	20.75
VIRGINIA	5.37	0.57	3.54	19.94
WASHINGTON	3.76	1.48	1.24	10.77
WEST VIRGINIA	0.00	0.87	3.48	13.91
WISCONSIN	4.52	3.55	1.94	30.97
WYOMING	7.52	.	6.02	30.08
AMERICAN SAMOA	.	.	.	.
GUAM	.	0.00	10.00	10.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	100.00
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	20.00	6.67	20.00	73.33
U.S. AND OUTLYING AREAS	4.39	2.37	2.50	33.42
50 STATES, D.C. & P.R.	4.38	2.37	2.49	33.41

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	24	8	0	1	1
ALASKA	0	0	0	0	0
ARIZONA	6	1	1	1	0
ARKANSAS	11	2	0	3	2
CALIFORNIA	55	25	19	25	5
COLORADO	15	0	1	2	1
CONNECTICUT	10	1	5	1	2
DELAWARE	2	0	0	0	0
DISTRICT OF COLUMBIA	2	0	2	0	0
FLORIDA	30	7	0	19	1
GEORGIA	16	10	0	14	0
HAWAII	2	1	0	0	0
IDAHO	6	0	0	2	0
ILLINOIS	49	1	1	5	1
INDIANA	28	0	0	7	0
IOWA	13	0	1	2	0
KANSAS	7	.	0	6	0
KENTUCKY	41	2	0	3	0
LOUISIANA	19	2	0	1	0
MAINE	3	0	0	1	0
MARYLAND	19	2	0	10	0
MASSACHUSETTS	24	.	1	11	.
MICHIGAN	34	4	3	6	2
MINNESOTA	25	.	.	2	.
MISSISSIPPI	6	12	0	7	0
MISSOURI	5	0	0	0	0
MONTANA	1	0	0	0	0
NEBRASKA	10	1	1	2	0
NEVADA	2	0	0	0	0
NEW HAMPSHIRE	6	1	0	0	0
NEW JERSEY	18	.	0	2	0
NEW MEXICO	8	0	0	0	1
NEW YORK	48	5	1	31	0
NORTH CAROLINA	42	1	0	6	0
NORTH DAKOTA	3	0	0	0	0
OHIO	48	2	0	4	0
OKLAHOMA	20	0	0	7	0
OREGON	9	2	5	1	0
PENNSYLVANIA	61	.	1	10	1
PUERTO RICO	19	4	1	5	0
RHODE ISLAND	0	0	0	0	0
SOUTH CAROLINA	14	6	0	4	0
SOUTH DAKOTA	3	1	0	3	0
TENNESSEE	39	3	1	11	1
TEXAS	79	.	.	.	.
UTAH	8	2	1	0	0
VERMONT	1	0	0	0	0
VIRGINIA	23	2	0	13	0
WASHINGTON	9	0	0	0	0
WEST VIRGINIA	3	6	0	10	0
WISCONSIN	19	0	1	3	1
WYOMING	4	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	1	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11	0	0	1	0
U.S. AND OUTLYING AREAS	960	114	47	243	19
50 STATES, D.C. & P.R.	949	114	46	242	19

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	3	3	1	41
ALASKA	1	0	1	2
ARIZONA	5	3	3	20
ARKANSAS	1	0	2	21
CALIFORNIA	75	49	8	261
COLORADO	12	1	1	33
CONNECTICUT	7	0	0	26
DELAWARE	0	0	0	2
DISTRICT OF COLUMBIA	0	0	0	4
FLORIDA	29	2	11	99
GEORGIA	6	2	6	54
HAWAII	0	0	0	3
IDAHO	2	1	0	11
ILLINOIS	9	5	13	84
INDIANA	11	1	2	49
IOWA	3	3	5	27
KANSAS	2	0	0	15
KENTUCKY	14	3	7	70
LOUISIANA	1	6	4	33
MAINE	3	0	1	8
MARYLAND	3	0	5	39
MASSACHUSETTS	5	8	10	59
MICHIGAN	9	12	7	77
MINNESOTA	1	5	3	36
MISSISSIPPI	11	1	6	43
MISSOURI	1	1	0	7
MONTANA	2	1	0	4
NEBRASKA	6	1	2	23
NEVADA	2	0	0	4
NEW HAMPSHIRE	0	0	1	8
NEW JERSEY	4	2	4	30
NEW MEXICO	8	1	1	19
NEW YORK	18	4	8	115
NORTH CAROLINA	4	3	4	60
NORTH DAKOTA	0	0	0	3
OHIO	16	4	4	78
OKLAHOMA	3	3	3	36
OREGON	3	5	2	27
PENNSYLVANIA	9	28	4	114
PUERTO RICO	3	6	8	46
RHODE ISLAND	2	6	1	9
SOUTH CAROLINA	3	2	7	36
SOUTH DAKOTA	0	1	1	9
TENNESSEE	14	1	8	78
TEXAS	.	.	13	92
UTAH	1	2	1	15
VERMONT	2	0	0	3
VIRGINIA	6	2	1	47
WASHINGTON	2	2	0	13
WEST VIRGINIA	6	0	5	30
WISCONSIN	3	4	2	33
WYOMING	1	.	0	6
AMERICAN SAMOA	0	0	0	0
GUAM	.	1	1	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	2	3	20
U.S. AND OUTLYING AREAS	335	187	180	2,085
50 STATES, D.C. & P.R.	332	184	176	2,062

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	14.04	4.68	0.00	0.58	0.58
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.47	0.58	0.58	0.58	0.00
ARKANSAS	14.67	2.67	0.00	4.00	2.67
CALIFORNIA	4.68	2.13	1.62	2.13	0.43
COLORADO	13.04	0.00	0.87	1.74	0.87
CONNECTICUT	5.92	0.59	2.96	0.59	1.18
DELAWARE	14.29	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	12.50	0.00	12.50	0.00	0.00
FLORIDA	8.13	1.90	0.00	5.15	0.27
GEORGIA	9.20	5.75	0.00	8.05	0.00
HAWAII	6.06	3.03	0.00	0.00	0.00
IDAHO	20.00	0.00	0.00	6.67	0.00
ILLINOIS	12.63	0.26	0.26	1.29	0.26
INDIANA	10.85	0.00	0.00	2.71	0.00
IOWA	16.67	0.00	1.28	2.56	0.00
KANSAS	11.11	.	0.00	9.52	0.00
KENTUCKY	20.50	1.00	0.00	1.50	0.00
LOUISIANA	10.44	1.10	0.00	0.55	0.00
MAINE	7.50	0.00	0.00	2.50	0.00
MARYLAND	12.34	1.30	0.00	6.49	0.00
MASSACHUSETTS	11.71	.	0.49	5.37	.
MICHIGAN	9.86	1.16	0.87	1.74	0.58
MINNESOTA	18.66	.	.	1.49	.
MISSISSIPPI	6.67	13.33	0.00	7.78	0.00
MISSOURI	3.33	0.00	0.00	0.00	0.00
MONTANA	4.00	0.00	0.00	0.00	0.00
NEBRASKA	12.66	1.27	1.27	2.53	0.00
NEVADA	7.14	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	18.18	3.03	0.00	0.00	0.00
NEW JERSEY	14.17	.	0.00	1.57	0.00
NEW MEXICO	13.33	0.00	0.00	0.00	1.67
NEW YORK	8.82	0.92	0.18	5.70	0.00
NORTH CAROLINA	18.83	0.45	0.00	2.69	0.00
NORTH DAKOTA	15.00	0.00	0.00	0.00	0.00
OHIO	11.94	0.50	0.00	1.00	0.00
OKLAHOMA	23.26	0.00	0.00	8.14	0.00
OREGON	7.44	1.65	4.13	0.83	0.00
PENNSYLVANIA	13.65	.	0.22	2.24	0.22
PUERTO RICO	9.05	1.90	0.48	2.38	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	10.14	4.35	0.00	2.90	0.00
SOUTH DAKOTA	10.71	3.57	0.00	10.71	0.00
TENNESSEE	11.37	0.87	0.29	3.21	0.29
TEXAS	11.53	.	.	.	.
UTAH	9.52	2.38	1.19	0.00	0.00
VERMONT	7.69	0.00	0.00	0.00	0.00
VIRGINIA	11.79	1.03	0.00	6.67	0.00
WASHINGTON	6.87	0.00	0.00	0.00	0.00
WEST VIRGINIA	3.95	7.89	0.00	13.16	0.00
WISCONSIN	12.03	0.00	0.63	1.90	0.63
WYOMING	20.00	0.00	0.00	5.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	0.00	0.00	33.33	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1,100.00	0.00	0.00	100.00	0.00
U.S. AND OUTLYING AREAS	10.52	1.25	0.51	2.66	0.21
50 STATES, D.C. & P.R.	10.41	1.25	0.50	2.66	0.21

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

VISUAL IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1.75	1.75	0.58	23.98
ALASKA	11.11	0.00	11.11	22.22
ARIZONA	2.89	1.73	1.73	11.56
ARKANSAS	1.33	0.00	2.67	28.00
CALIFORNIA	6.38	4.17	0.68	22.21
COLORADO	10.43	0.87	0.87	28.70
CONNECTICUT	4.14	0.00	0.00	15.38
DELAWARE	0.00	0.00	0.00	14.29
DISTRICT OF COLUMBIA	0.00	0.00	0.00	25.00
FLORIDA	7.86	0.54	2.98	26.83
GEORGIA	3.45	1.15	3.45	31.03
HAWAII	0.00	0.00	0.00	9.09
IDAHO	6.67	3.33	0.00	36.67
ILLINOIS	2.32	1.29	3.35	21.65
INDIANA	4.26	0.39	0.78	18.99
IOWA	3.85	3.85	6.41	34.62
KANSAS	3.17	0.00	0.00	23.81
KENTUCKY	7.00	1.50	3.50	35.00
LOUISIANA	0.55	3.30	2.20	18.13
MAINE	7.50	0.00	2.50	20.00
MARYLAND	1.95	0.00	3.25	25.32
MASSACHUSETTS	2.44	3.90	4.88	28.78
MICHIGAN	2.61	3.48	2.03	22.32
MINNESOTA	0.75	3.73	2.24	26.87
MISSISSIPPI	12.22	1.11	6.67	47.78
MISSOURI	0.67	0.67	0.00	4.67
MONTANA	8.00	4.00	0.00	16.00
NEBRASKA	7.59	1.27	2.53	29.11
NEVADA	7.14	0.00	0.00	14.29
NEW HAMPSHIRE	0.00	0.00	3.03	24.24
NEW JERSEY	3.15	1.57	3.15	23.62
NEW MEXICO	13.33	1.67	1.67	31.67
NEW YORK	3.31	0.74	1.47	21.14
NORTH CAROLINA	1.79	1.35	1.79	26.91
NORTH DAKOTA	0.00	0.00	0.00	15.00
OHIO	3.98	1.00	1.00	19.40
OKLAHOMA	3.49	3.49	3.49	41.86
OREGON	2.48	4.13	1.65	22.31
PENNSYLVANIA	2.01	6.26	0.89	25.50
PUERTO RICO	1.43	2.86	3.81	21.90
RHODE ISLAND	7.14	21.43	3.57	32.14
SOUTH CAROLINA	2.17	1.45	5.07	26.09
SOUTH DAKOTA	0.00	3.57	3.57	32.14
TENNESSEE	4.08	0.29	2.33	22.74
TEXAS	.	.	1.90	13.43
UTAH	1.19	2.38	1.19	17.86
VERMONT	15.38	0.00	0.00	23.08
VIRGINIA	3.08	1.03	0.51	24.10
WASHINGTON	1.53	1.53	0.00	9.92
WEST VIRGINIA	7.89	0.00	6.58	39.47
WISCONSIN	1.90	2.53	1.27	20.89
WYOMING	5.00	.	0.00	30.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	.	16.67	16.67	33.33
NORTHERN MARIANAS	.	.	.	.
PALAU	0.00	0.00	0.00	33.33
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	300.00	200.00	300.00	2,000.00
U.S. AND OUTLYING AREAS	3.67	2.05	1.97	22.84
50 STATES, D.C. & P.R.	3.64	2.02	1.93	22.62

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0	3	1	4	0
ALASKA	0	0	0	0	0
ARIZONA	0	0	0	0	0
ARKANSAS	1	.	.	.	.
CALIFORNIA	7	7	14	12	2
COLORADO	0	0	0	0	0
CONNECTICUT	7	4	2	0	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	6	18	0	12	1
GEORGIA	0	4	0	2	0
HAWAII	0	5	0	0	0
IDAHO	1	0	.	0	.
ILLINOIS	3	1	4	1	0
INDIANA	5	7	4	0	0
IOWA	4	0	0	0	0
KANSAS	0	.	0	0	0
KENTUCKY	0	2	0	0	0
LOUISIANA	1	4	0	0	0
MAINE	1	1	0	0	0
MARYLAND	1	1	2	1	0
MASSACHUSETTS	30	.	1	15	.
MICHIGAN	9	1	16	14	1
MINNESOTA	14	.	.	.	.
MISSISSIPPI	0	2	0	0	0
MISSOURI	3	2	3	0	0
MONTANA	1	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	4	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	8	.	10	0	0
NEW MEXICO	0	0	0	0	0
NEW YORK	9	18	6	3	0
NORTH CAROLINA	4	10	3	1	0
NORTH DAKOTA	0	0	0	0	0
OHIO	5	0	0	0	0
OKLAHOMA	0	0	0	1	0
OREGON	5	6	5	0	0
PENNSYLVANIA	9	.	3	0	0
PUERTO RICO	0	1	5	1	0
RHODE ISLAND	0	0	0	0	0
SOUTH CAROLINA	0	6	0	0	0
SOUTH DAKOTA	2	0	2	0	0
TENNESSEE	0	3	3	0	0
TEXAS	44	.	.	.	.
UTAH	5	1	0	0	1
VERMONT	1	0	0	0	0
VIRGINIA	3	6	1	0	0
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	8	1	2	1	0
WISCONSIN	9	1	1	0	0
WYOMING	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	211	115	88	68	5
50 STATES, D.C. & P.R.	211	115	88	68	5

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

AUTISM

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	4	2	1	15
ALASKA	0	0	0	0
ARIZONA	3	1	0	4
ARKANSAS	3	.	.	4
CALIFORNIA	32	32	3	109
COLORADO	2	0	0	2
CONNECTICUT	1	0	0	14
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	15	3	2	57
GEORGIA	4	0	1	11
HAWAII	0	0	0	5
IDAHO	.	.	1	2
ILLINOIS	8	6	0	23
INDIANA	8	0	2	26
IOWA	0	1	0	5
KANSAS	0	0	0	0
KENTUCKY	0	0	2	4
LOUISIANA	0	4	2	11
MAINE	2	0	0	4
MARYLAND	0	0	2	7
MASSACHUSETTS	6	13	13	78
MICHIGAN	18	19	2	80
MINNESOTA	2	.	.	16
MISSISSIPPI	1	0	2	5
MISSOURI	4	2	0	14
MONTANA	0	2	5	8
NEBRASKA	0	0	0	0
NEVADA	0	0	0	4
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	2	0	0	20
NEW MEXICO	0	0	0	0
NEW YORK	22	3	9	70
NORTH CAROLINA	5	0	1	24
NORTH DAKOTA	0	0	0	0
OHIO	2	1	0	8
OKLAHOMA	0	0	1	2
OREGON	8	6	0	30
PENNSYLVANIA	4	6	1	23
PUERTO RICO	1	1	2	11
RHODE ISLAND	0	0	0	0
SOUTH CAROLINA	1	0	0	7
SOUTH DAKOTA	0	0	0	4
TENNESSEE	2	0	1	9
TEXAS	.	.	4	48
UTAH	0	1	0	8
VERMONT	1	0	0	2
VIRGINIA	3	1	2	16
WASHINGTON	0	0	0	0
WEST VIRGINIA	0	0	5	17
WISCONSIN	3	5	2	21
WYOMING	0	.	0	1
AMERICAN SAMOA	0	0	0	0
GUAM	.	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	167	109	66	829
50 STATES, D.C. & P.R.	167	109	66	829

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0.00	5.45	1.82	7.27	0.00
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00
ARKANSAS	5.00	.	.	.	.
CALIFORNIA	1.04	1.04	2.08	1.79	0.30
COLORADO	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	10.14	5.80	2.90	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00
FLORIDA	2.30	6.90	0.00	4.60	0.38
GEORGIA	0.00	3.33	0.00	1.67	0.00
HAWAII	0.00	29.41	0.00	0.00	0.00
IDAHO	4.76	0.00	.	0.00	.
ILLINOIS	1.60	0.53	2.14	0.53	0.00
INDIANA	2.37	3.32	1.90	0.00	0.00
IOWA	5.71	0.00	0.00	0.00	0.00
KANSAS	0.00	.	0.00	0.00	0.00
KENTUCKY	0.00	10.53	0.00	0.00	0.00
LOUISIANA	0.65	2.60	0.00	0.00	0.00
MAINE	5.26	5.26	0.00	0.00	0.00
MARYLAND	1.67	1.67	3.33	1.67	0.00
MASSACHUSETTS	15.31	.	0.51	7.65	.
MICHIGAN	1.26	0.14	2.23	1.95	0.14
MINNESOTA	11.86	.	.	.	.
MISSISSIPPI	0.00	14.29	0.00	0.00	0.00
MISSOURI	2.52	1.68	2.52	0.00	0.00
MONTANA	8.33	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	20.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	4.15	.	5.18	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NEW YORK	1.15	2.30	0.77	0.38	0.00
NORTH CAROLINA	1.38	3.46	1.04	0.35	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	13.89	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	7.14	0.00
OREGON	2.38	2.86	2.38	0.00	0.00
PENNSYLVANIA	5.00	.	1.67	0.00	0.00
PUERTO RICO	0.00	0.85	4.27	0.85	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	12.77	0.00	0.00	0.00
SOUTH DAKOTA	13.33	0.00	13.33	0.00	0.00
TENNESSEE	0.00	2.21	2.21	0.00	0.00
TEXAS	7.56	.	.	.	.
UTAH	8.33	1.67	0.00	0.00	1.67
VERMONT	20.00	0.00	0.00	0.00	0.00
VIRGINIA	1.55	3.09	0.52	0.00	0.00
WASHINGTON	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	22.22	2.78	5.56	2.78	0.00
WISCONSIN	9.68	1.08	1.08	0.00	0.00
WYOMING	20.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.29	1.80	1.37	1.06	0.08
50 STATES, D.C. & P.R.	3.29	1.80	1.37	1.06	0.08

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

AUTISM

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	7.27	3.64	1.82	27.27
ALASKA	0.00	0.00	0.00	0.00
ARIZONA	3.57	1.19	0.00	4.76
ARKANSAS	15.00	.	.	20.00
CALIFORNIA	4.76	4.76	0.45	16.22
COLORADO	9.09	0.00	0.00	9.09
CONNECTICUT	1.45	0.00	0.00	20.29
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00
FLORIDA	5.75	1.15	0.77	21.84
GEORGIA	3.33	0.00	0.83	9.17
HAWAII	0.00	0.00	0.00	29.41
IDAHO	.	.	4.76	9.52
ILLINOIS	4.28	3.21	0.00	12.30
INDIANA	3.79	0.00	0.95	12.32
IOWA	0.00	1.43	0.00	7.14
KANSAS	0.00	0.00	0.00	0.00
KENTUCKY	0.00	0.00	10.53	21.05
LOUISIANA	0.00	2.60	1.30	7.14
MAINE	10.53	0.00	0.00	21.05
MARYLAND	0.00	0.00	3.33	11.67
MASSACHUSETTS	3.06	6.63	6.63	39.80
MICHIGAN	2.51	2.65	0.28	11.16
MINNESOTA	1.69	.	.	13.56
MISSISSIPPI	7.14	0.00	14.29	35.71
MISSOURI	3.36	1.68	0.00	11.76
MONTANA	0.00	16.67	41.67	66.67
NEBRASKA	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	20.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00
NEW JERSEY	1.04	0.00	0.00	10.36
NEW MEXICO	0.00	0.00	0.00	0.00
NEW YORK	2.81	0.38	1.15	8.94
NORTH CAROLINA	1.73	0.00	0.35	8.30
NORTH DAKOTA	0.00	0.00	0.00	0.00
OHIO	5.56	2.78	0.00	22.22
OKLAHOMA	0.00	0.00	7.14	14.29
OREGON	3.81	2.86	0.00	14.29
PENNSYLVANIA	2.22	3.33	0.56	12.78
PUERTO RICO	0.85	0.85	1.71	9.40
RHODE ISLAND	0.00	0.00	0.00	0.00
SOUTH CAROLINA	2.13	0.00	0.00	14.89
SOUTH DAKOTA	0.00	0.00	0.00	26.67
TENNESSEE	1.47	0.00	0.74	6.62
TEXAS	.	.	0.69	8.25
UTAH	0.00	1.67	0.00	13.33
VERMONT	20.00	0.00	0.00	40.00
VIRGINIA	1.55	0.52	1.03	8.25
WASHINGTON	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	13.89	47.22
WISCONSIN	3.23	5.38	2.15	22.58
WYOMING	0.00	.	0.00	20.00
AMERICAN SAMOA	.	.	.	.
GUAM	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	2.61	1.70	1.03	12.94
50 STATES, D.C. & P.R.	2.61	1.70	1.03	12.94

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0	19	0	0	1
ALASKA	0	0	0	0	0
ARIZONA	1	0	0	0	0
ARKANSAS	1	.	.	.	.
CALIFORNIA	0	0	0	2	0
COLORADO	2	1	0	0	1
CONNECTICUT	1	0	0	0	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0
FLORIDA	0	1	0	0	0
GEORGIA	0	1	0	0	0
HAWAII	0	0	0	0	0
IDAHO	.	.	.	.	.
ILLINOIS	0	0	1	0	0
INDIANA	2	3	0	0	1
IOWA	0	0	0	0	0
KANSAS	0	.	0	0	0
KENTUCKY	1	1	2	0	0
LOUISIANA	1	0	0	0	0
MAINE	0	0	0	0	0
MARYLAND	1	1	0	0	0
MASSACHUSETTS	1	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0	2	0	0	0
MISSOURI	2	0	1	1	1
MONTANA	0	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	0	.	2	0	0
NEW MEXICO	0	0	0	0	0
NEW YORK	3	0	1	0	0
NORTH CAROLINA	1	1	0	0	0
NORTH DAKOTA	0	0	0	0	0
OHIO	3	0	0	5	1
OKLAHOMA	4	0	0	1	1
OREGON	1	0	0	0	0
PENNSYLVANIA	0	.	0	0	0
PUERTO RICO	0	0	2	0	0
RHODE ISLAND	0	0	0	0	0
SOUTH CAROLINA	1	1	0	1	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	0	0	0
TEXAS	4	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	0	0
WASHINGTON	1	0	0	0	0
WEST VIRGINIA	1	1	0	0	0
WISCONSIN	1	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	33	34	9	10	6
50 STATES, D.C. & P.R.	33	34	9	10	6

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

DEAF-BLINDNESS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	11	4	4	39
ALASKA	0	0	0	0
ARIZONA	0	1	0	2
ARKANSAS	.	.	.	1
CALIFORNIA	4	1	0	7
COLORADO	4	0	0	8
CONNECTICUT	0	0	0	1
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	0	0	0	1
GEORGIA	1	0	1	3
HAWAII	0	0	0	0
IDAHO	.	.	.	.
ILLINOIS	0	1	0	2
INDIANA	0	0	0	6
IOWA	0	0	0	0
KANSAS	1	0	0	1
KENTUCKY	1	1	0	6
LOUISIANA	0	0	0	1
MAINE	1	0	0	1
MARYLAND	0	0	0	2
MASSACHUSETTS	.	.	.	1
MICHIGAN	.	.	.	.
MINNESOTA	1	1	1	3
MISSISSIPPI	0	0	0	2
MISSOURI	4	0	0	9
MONTANA	0	0	0	0
NEBRASKA	0	0	0	0
NEVADA	1	0	0	1
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	0	0	0	2
NEW MEXICO	0	0	0	0
NEW YORK	0	0	1	5
NORTH CAROLINA	0	0	0	2
NORTH DAKOTA	0	0	0	0
OHIO	11	2	1	23
OKLAHOMA	1	0	1	8
OREGON	0	0	0	1
PENNSYLVANIA	0	0	0	0
PUERTO RICO	0	0	0	2
RHODE ISLAND	0	0	0	0
SOUTH CAROLINA	0	0	0	3
SOUTH DAKOTA	0	0	0	0
TENNESSEE	0	0	0	0
TEXAS	.	.	0	4
UTAH	.	.	.	.
VERMONT	0	0	0	0
VIRGINIA	0	0	0	0
WASHINGTON	0	6	1	8
WEST VIRGINIA	0	0	0	2
WISCONSIN	0	0	0	1
WYOMING	0	.	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	.	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	1	1
U.S. AND OUTLYING AREAS	41	17	11	161
50 STATES, D.C. & P.R.	41	17	10	160

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0.00	237.50	0.00	0.00	12.50
ALASKA	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.57	0.00	0.00	0.00	0.00
ARKANSAS	25.00	.	.	.	.
CALIFORNIA	0.00	0.00	0.00	2.74	0.00
COLORADO	8.70	4.35	0.00	0.00	4.35
CONNECTICUT	12.50	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	33.33	0.00	0.00	0.00
FLORIDA	0.00	11.11	0.00	0.00	0.00
GEORGIA	0.00	6.25	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	0.00	0.00	5.88	0.00	0.00
INDIANA	5.41	8.11	0.00	0.00	2.70
IOWA	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	.	0.00	0.00	0.00
KENTUCKY	16.67	16.67	33.33	0.00	0.00
LOUISIANA	14.29	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00
MARYLAND	5.26	5.26	0.00	0.00	0.00
MASSACHUSETTS	4.55	.	.	.	.
MICHIGAN	.	.	.	.	.
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	28.57	0.00	0.00	0.00
MISSOURI	10.00	0.00	5.00	5.00	5.00
MONTANA	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	.	22.22	0.00	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00
NEW YORK	27.27	0.00	9.09	0.00	0.00
NORTH CAROLINA	14.29	14.29	0.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00
OHIO	33.33	0.00	0.00	55.56	11.11
OKLAHOMA	30.77	0.00	0.00	7.69	7.69
OREGON	33.33	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	.	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	5.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	7.14	7.14	0.00	7.14	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00
TEXAS	11.76	.	.	.	.
UTAH	.	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00
WASHINGTON	7.69	0.00	0.00	0.00	0.00
WEST VIRGINIA	7.69	7.69	0.00	0.00	0.00
WISCONSIN	25.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	5.54	5.70	1.51	1.68	1.01
50 STATES, D.C. & P.R.	5.57	5.74	1.52	1.69	1.01

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

DEAF-BLINDNESS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	137.50	50.00	50.00	487.50
ALASKA	0.00	0.00	0.00	0.00
ARIZONA	0.00	3.57	0.00	7.14
ARKANSAS	.	.	.	25.00
CALIFORNIA	5.48	1.37	0.00	9.59
COLORADO	17.39	0.00	0.00	34.78
CONNECTICUT	0.00	0.00	0.00	12.50
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.33
FLORIDA	0.00	0.00	0.00	11.11
GEORGIA	6.25	0.00	6.25	18.75
HAWAII	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.
ILLINOIS	0.00	5.88	0.00	11.76
INDIANA	0.00	0.00	0.00	16.22
IOWA	0.00	0.00	0.00	0.00
KANSAS	12.50	0.00	0.00	12.50
KENTUCKY	16.67	16.67	0.00	100.00
LOUISIANA	0.00	0.00	0.00	14.29
MAINE	33.33	0.00	0.00	33.33
MARYLAND	0.00	0.00	0.00	10.53
MASSACHUSETTS	.	.	.	4.55
MICHIGAN	.	.	.	.
MINNESOTA	16.67	16.67	16.67	50.00
MISSISSIPPI	0.00	0.00	0.00	28.57
MISSOURI	20.00	0.00	0.00	45.00
MONTANA	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00
NEVADA	100.00	0.00	0.00	100.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	22.22
NEW MEXICO	0.00	0.00	0.00	0.00
NEW YORK	0.00	0.00	9.09	45.45
NORTH CAROLINA	0.00	0.00	0.00	28.57
NORTH DAKOTA	0.00	0.00	0.00	0.00
OHIO	122.22	22.22	11.11	255.56
OKLAHOMA	7.69	0.00	7.69	61.54
OREGON	0.00	0.00	0.00	33.33
PENNSYLVANIA	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	5.00
RHODE ISLAND	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	21.43
SOUTH DAKOTA	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00
TEXAS	.	.	0.00	11.76
UTAH	.	.	.	.
VERMONT	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00
WASHINGTON	0.00	46.15	7.69	61.54
WEST VIRGINIA	0.00	0.00	0.00	15.38
WISCONSIN	0.00	0.00	0.00	25.00
WYOMING	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	0.00
GUAM	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	6.88	2.85	1.85	27.01
50 STATES, D.C. & P.R.	6.93	2.87	1.69	27.03

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	9	4	0	1	0
ALASKA	2	0	0	0	0
ARIZONA	9	0	1	0	1
ARKANSAS	2	1	.	2	.
CALIFORNIA	20	8	1	4	1
COLORADO	6	3	0	1	0
CONNECTICUT	3	0	0	0	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	4	3	0	7	0
GEORGIA	3	4	0	1	1
HAWAII	1	0	0	0	0
IDAHO	3	3	0	3	0
ILLINOIS	9	1	0	0	0
INDIANA	16	4	2	2	0
IOWA	4	0	0	0	1
KANSAS	0	.	0	0	0
KENTUCKY	5	2	0	1	0
LOUISIANA	0	0	0	0	0
MAINE	1	0	0	0	0
MARYLAND	5	2	0	2	0
MASSACHUSETTS	12	.	.	5	.
MICHIGAN	.	.	.	.	.
MINNESOTA	14	.	.	.	.
MISSISSIPPI	1	1	0	0	0
MISSOURI	5	0	0	1	0
MONTANA	3	0	0	0	0
NEBRASKA	5	0	0	1	0
NEVADA	0	1	1	1	0
NEW HAMPSHIRE	1	1	0	0	0
NEW JERSEY	4	.	0	0	0
NEW MEXICO	2	1	0	2	0
NEW YORK	19	13	1	4	0
NORTH CAROLINA	0	1	0	1	0
NORTH DAKOTA	4	0	0	0	0
OHIO	11	2	0	7	1
OKLAHOMA	5	0	0	4	0
OREGON	5	1	0	1	0
PENNSYLVANIA	61	.	4	11	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	1	0	6	1	0
SOUTH CAROLINA	0	2	0	0	0
SOUTH DAKOTA	2	0	0	2	0
TENNESSEE	9	2	0	3	1
TEXAS	9	.	.	.	.
UTAH	7	1	2	3	2
VERMONT	2	0	0	0	0
VIRGINIA	9	1	1	1	0
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	5	0	0	0	0
WISCONSIN	9	0	2	5	0
WYOMING	6	1	0	1	0
AMERICAN SAMOA	0	0	0	0	1
GUAM	0	.	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	0	0
U.S. AND OUTLYING AREAS	314	63	21	78	9
50 STATES, D.C. & P.R.	313	63	21	78	8

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1	1	2	18
ALASKA	0	0	0	2
ARIZONA	4	2	1	18
ARKANSAS	16	2	1	24
CALIFORNIA	23	21	6	84
COLORADO	7	1	1	19
CONNECTICUT	2	0	0	5
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	5	0	2	21
GEORGIA	2	1	3	15
HAWAII	1	0	0	2
IDAHO	3	.	3	15
ILLINOIS	0	2	6	18
INDIANA	10	5	4	43
IOWA	0	1	0	6
KANSAS	0	0	0	0
KENTUCKY	6	0	8	22
LOUISIANA	0	0	0	0
MAINE	2	0	0	3
MARYLAND	0	1	1	11
MASSACHUSETTS	.	4	4	25
MICHIGAN	.	.	.	.
MINNESOTA	2	3	.	19
MISSISSIPPI	1	1	2	6
MISSOURI	3	0	0	9
MONTANA	5	1	1	10
NEBRASKA	5	1	2	14
NEVADA	0	0	1	4
NEW HAMPSHIRE	0	0	0	2
NEW JERSEY	0	0	0	4
NEW MEXICO	6	4	2	17
NEW YORK	9	7	7	60
NORTH CAROLINA	6	1	6	15
NORTH DAKOTA	1	0	0	5
OHIO	1	1	1	24
OKLAHOMA	9	1	2	21
OREGON	4	4	0	15
PENNSYLVANIA	16	27	5	124
PUERTO RICO	0	0	0	0
RHODE ISLAND	1	0	1	10
SOUTH CAROLINA	1	1	7	11
SOUTH DAKOTA	0	1	0	5
TENNESSEE	7	3	4	29
TEXAS	.	.	0	9
UTAH	2	9	0	26
VERMONT	0	1	1	4
VIRGINIA	2	0	2	16
WASHINGTON	0	0	0	0
WEST VIRGINIA	0	0	5	10
WISCONSIN	2	1	0	19
WYOMING	0	.	1	9
AMERICAN SAMOA	0	0	0	1
GUAM	.	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	0	0	2
U.S. AND OUTLYING AREAS	166	108	92	851
50 STATES, D.C. & P.R.	165	108	92	848

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	13.24	5.88	0.00	1.47	0.00
ALASKA	12.50	0.00	0.00	0.00	0.00
ARIZONA	69.23	0.00	7.69	0.00	7.69
ARKANSAS	5.26	2.63	.	5.26	.
CALIFORNIA	8.44	3.38	0.42	1.69	0.42
COLORADO	10.91	5.45	0.00	1.82	0.00
CONNECTICUT	12.00	0.00	0.00	0.00	0.00
DELAWARE	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	11.11	8.33	0.00	19.44	0.00
GEORGIA	5.17	6.90	0.00	1.72	1.72
HAWAII	10.00	0.00	0.00	0.00	0.00
IDAHO	6.67	6.67	0.00	6.67	0.00
ILLINOIS	8.11	0.90	0.00	0.00	0.00
INDIANA	13.11	3.28	1.64	1.64	0.00
IOWA	9.30	0.00	0.00	0.00	2.33
KANSAS	0.00	.	0.00	0.00	0.00
KENTUCKY	12.20	4.88	0.00	2.44	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00
MAINE	3.85	0.00	0.00	0.00	0.00
MARYLAND	9.26	3.70	0.00	3.70	0.00
MASSACHUSETTS	8.00	.	.	3.33	.
MICHIGAN	.	.	.	.	.
MINNESOTA	22.22	.	.	.	.
MISSISSIPPI	5.00	5.00	0.00	0.00	0.00
MISSOURI	6.25	0.00	0.00	1.25	0.00
MONTANA	16.67	0.00	0.00	0.00	0.00
NEBRASKA	11.63	0.00	0.00	2.33	0.00
NEVADA	0.00	6.25	6.25	6.25	0.00
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	17.39	.	0.00	0.00	0.00
NEW MEXICO	3.77	1.89	0.00	3.77	0.00
NEW YORK	12.03	8.23	0.63	2.53	0.00
NORTH CAROLINA	0.00	1.54	0.00	1.54	0.00
NORTH DAKOTA	23.53	0.00	0.00	0.00	0.00
OHIO	16.42	2.99	0.00	10.45	1.49
OKLAHOMA	10.64	0.00	0.00	8.51	0.00
OREGON	6.41	1.28	0.00	1.28	0.00
PENNSYLVANIA	10.10	.	0.66	1.82	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	7.69	0.00	46.15	7.69	0.00
SOUTH CAROLINA	0.00	6.90	0.00	0.00	0.00
SOUTH DAKOTA	14.29	0.00	0.00	14.29	0.00
TENNESSEE	11.84	2.63	0.00	3.95	1.32
TEXAS	7.69	.	.	.	.
UTAH	6.09	0.87	1.74	2.61	1.74
VERMONT	20.00	0.00	0.00	0.00	0.00
VIRGINIA	12.68	1.41	1.41	1.41	0.00
WASHINGTON	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	16.67	0.00	0.00	0.00	0.00
WISCONSIN	11.69	0.00	2.60	6.49	0.00
WYOMING	20.69	3.45	0.00	3.45	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	100.00
GUAM	0.00	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	9.61	1.93	0.64	2.39	0.28
50 STATES, D.C. & P.R.	9.59	1.93	0.64	2.39	0.25

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

Table AD1

Percentage (Based on Ages 14-21 Child Count) of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1.47	1.47	2.94	26.47
ALASKA	0.00	0.00	0.00	12.50
ARIZONA	30.77	15.38	7.69	138.46
ARKANSAS	42.11	5.26	2.63	63.16
CALIFORNIA	9.70	8.86	2.53	35.44
COLORADO	12.73	1.82	1.82	34.55
CONNECTICUT	8.00	0.00	0.00	20.00
DELAWARE	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.
FLORIDA	13.89	0.00	5.56	58.33
GEORGIA	3.45	1.72	5.17	25.86
HAWAII	10.00	0.00	0.00	20.00
IDAHO	6.67	.	6.67	33.33
ILLINOIS	0.00	1.80	5.41	16.22
INDIANA	8.20	4.10	3.28	35.25
IOWA	0.00	2.33	0.00	13.95
KANSAS	0.00	0.00	0.00	0.00
KENTUCKY	14.63	0.00	19.51	53.66
LOUISIANA	0.00	0.00	0.00	0.00
MAINE	7.69	0.00	0.00	11.54
MARYLAND	0.00	1.85	1.85	20.37
MASSACHUSETTS	.	2.67	2.67	16.67
MICHIGAN	.	.	.	.
MINNESOTA	3.17	4.76	.	30.16
MISSISSIPPI	5.00	5.00	10.00	30.00
MISSOURI	3.75	0.00	0.00	11.25
MONTANA	27.78	5.56	5.56	55.56
NEBRASKA	11.63	2.33	4.65	32.56
NEVADA	0.00	0.00	6.25	25.00
NEW HAMPSHIRE	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	17.39
NEW MEXICO	11.32	7.55	3.77	32.08
NEW YORK	5.70	4.43	4.43	37.97
NORTH CAROLINA	9.23	1.54	9.23	23.08
NORTH DAKOTA	5.88	0.00	0.00	29.41
OHIO	1.49	1.49	1.49	35.82
OKLAHOMA	19.15	2.13	4.26	44.68
OREGON	5.13	5.13	0.00	19.23
PENNSYLVANIA	2.65	4.47	0.83	20.53
PUERTO RICO	0.00	0.00	0.00	0.00
RHODE ISLAND	7.69	0.00	7.69	76.92
SOUTH CAROLINA	3.45	3.45	24.14	37.93
SOUTH DAKOTA	0.00	7.14	0.00	35.71
TENNESSEE	9.21	3.95	5.26	38.16
TEXAS	.	.	0.00	7.69
UTAH	1.74	7.83	0.00	22.61
VERMONT	0.00	10.00	10.00	40.00
VIRGINIA	2.82	0.00	2.82	22.54
WASHINGTON	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	16.67	33.33
WISCONSIN	2.60	1.30	0.00	24.68
WYOMING	0.00	.	3.45	31.03
AMERICAN SAMOA	0.00	0.00	0.00	100.00
GUAM	.	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	200.00
U.S. AND OUTLYING AREAS	5.08	3.31	2.82	26.05
50 STATES, D.C. & P.R.	5.06	3.31	2.82	25.99

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.
October 1, 1996.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	62	0.02	73	0.02	4	0.00	16,124	4.14	234	0.06
15	106	0.03	68	0.02	7	0.00	14,898	4.12	249	0.07
16	545	0.18	154	0.05	26	0.01	13,056	4.20	270	0.09
17	16,455	6.32	2,373	0.91	37	0.01	10,690	4.11	264	0.10
18	49,988	32.84	9,017	5.92	110	0.07	6,520	4.28	176	0.12
19	37,154	70.32	7,308	13.83	79	0.15	2,429	4.60	135	0.26
20	9,254	39.94	3,083	13.31	383	1.65	1,017	4.39	63	0.27
21+	4,907	35.52	3,030	21.94	3,308	23.95	1,175	8.51	220	1.59
14-21	118,471	7.57	25,106	1.60	3,954	0.25	65,909	4.21	1,611	0.10

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	23,910	6.13	10,500	2.69	2,191	0.56	53,098	13.62
15	23,023	6.36	11,169	3.09	5,717	1.58	55,237	15.27
16	20,446	6.58	11,031	3.55	16,748	5.39	62,276	20.04
17	14,926	5.74	10,204	3.92	20,997	8.07	75,946	29.19
18	8,073	5.30	6,612	4.34	18,885	12.41	99,381	65.29
19	2,925	5.54	3,064	5.80	8,931	16.90	62,025	117.4
20	956	4.13	1,336	5.77	3,004	12.97	19,096	82.42
21+	479	3.47	743	5.38	891	6.45	14,753	106.8
14-21	94,738	6.06	54,659	3.49	77,364	4.94	441,812	28.24

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

The percentage of students exiting special education by age year or disability may sum to more than 100 percent. The child count data (the denominator) are collected on December 1 of each year, but the exit data are collected over a 12-month period. Consequently, students who are identified as eligible for special education after December 1 and exit special education before the subsequent December 1 may appear in the numerator (exiters) but not the denominator (child count). Furthermore, movement of students between districts during the 12-month period may result in duplicated counts, particularly in States without individual record systems. For example, a student might move from one district and be reported as *moved, known to be continuing*, and subsequently drop out of school from the second and be reported as such.

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October 1, 1996.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	34	0.01	36	0.01	3	0.00	8,383	3.41	66	0.03
15	65	0.03	27	0.01	6	0.00	8,542	3.78	98	0.04
16	319	0.17	71	0.04	13	0.01	7,485	3.89	103	0.05
17	11,247	6.99	1,353	0.84	23	0.01	6,271	3.90	110	0.07
18	35,780	39.22	5,287	5.79	67	0.07	3,868	4.24	65	0.07
19	26,627	114.5	3,759	16.16	29	0.12	1,455	6.26	36	0.15
20	5,416	105.0	966	18.73	35	0.68	555	10.76	6	0.12
21+	1,178	73.44	217	13.53	455	28.37	625	38.97	58	3.62
14-21	80,666	8.53	11,716	1.24	631	0.07	37,184	3.93	542	0.06

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	13,705	5.58	6,095	2.48	1,147	0.47	29,469	12.00
15	12,858	5.69	6,346	2.81	3,160	1.40	31,102	13.76
16	11,359	5.90	6,056	3.15	9,321	4.84	34,727	18.04
17	8,267	5.14	5,694	3.54	12,365	7.68	45,330	28.17
18	4,386	4.81	3,664	4.02	11,469	12.57	64,586	70.79
19	1,486	6.39	1,713	7.36	5,470	23.52	40,575	174.4
20	338	6.55	622	12.06	1,738	33.70	9,676	187.6
21+	107	6.67	258	16.08	392	24.44	3,290	205.1
14-21	52,506	5.55	30,448	3.22	45,062	4.76	258,755	27.35

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

The percentage of students exiting special education by age year or disability may sum to more than 100 percent. The child count data (the denominator) are collected on December 1 of each year, but the exit data are collected over a 12-month period. Consequently, students who are identified as eligible for special education after December 1 and exit special education before the subsequent December 1 may appear in the numerator (exiters) but not the denominator (child count). Furthermore, movement of students between districts during the 12-month period may result in duplicated counts, particularly in States without individual record systems. For example, a student might move from one district and be reported as *moved, known to be continuing*, and subsequently drop out of school from the second and be reported as such.

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October 1, 1996.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	RETURNED TO REGULAR EDUCATION NUMBER	RETURNED TO REGULAR EDUCATION PERCENT	DIED NUMBER	DIED PERCENT
14	13	0.07	20	0.11	0	0.00	3,789	21.71	5	0.03
15	15	0.12	14	0.12	0	0.00	2,246	18.70	3	0.02
16	33	0.39	9	0.11	1	0.01	1,322	15.59	3	0.04
17	633	10.03	44	0.70	0	0.00	826	13.09	3	0.05
18	1,641	53.94	188	6.18	2	0.07	408	13.41	3	0.10
19	868	106.4	151	18.50	0	0.00	130	15.93	2	0.25
20	188	66.20	25	8.80	2	0.70	43	15.14	0	0.00
21+	101	70.14	34	23.61	65	45.14	28	19.44	5	3.47
14-21	3.492	7.19	485	1.00	70	0.14	8,792	18.11	24	0.05

AGE GROUP	MOVED, KNOWN TO CONTINUE NUMBER	MOVED, KNOWN TO CONTINUE PERCENT	MOVED, NOT KNOWN TO CONTINUE NUMBER	MOVED, NOT KNOWN TO CONTINUE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	TOTAL EXITING SPECIAL EDUCATION NUMBER	TOTAL EXITING SPECIAL EDUCATION PERCENT
14	972	5.57	804	4.61	137	0.79	5,740	32.89
25	634	5.28	570	4.74	179	1.49	3,661	30.48
16	453	5.34	412	4.86	441	5.20	2,674	31.53
17	292	4.63	319	5.06	425	6.74	2,542	40.30
18	201	6.61	212	6.97	381	12.52	3,036	99.80
19	84	10.29	99	12.13	173	21.20	1,507	184.7
20	35	12.32	48	16.90	60	21.13	401	141.2
21+	14	9.72	25	17.36	26	18.06	298	206.9
14-21	2,685	5.53	2,489	5.13	1,822	3.75	19,859	40.91

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October 1, 1996.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

MENTAL RETARDATION

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2	0.00	6	0.01	0	0.00	449	0.90	60	0.12
15	8	0.02	4	0.01	1	0.00	446	0.92	49	0.10
16	25	0.06	15	0.03	6	0.01	413	0.95	53	0.12
17	791	2.00	582	1.47	7	0.02	362	0.92	44	0.11
18	4,228	14.41	2,474	8.43	16	0.05	349	1.19	59	0.20
19	4,508	27.59	2,475	15.15	18	0.11	233	1.43	51	0.31
20	1,968	18.43	1,445	13.53	244	2.29	140	1.31	29	0.27
21+	2,287	29.25	2,044	26.14	1,809	23.14	244	3.12	58	0.74
14-21	13,817	5.62	9,045	3.68	2,101	0.85	2,636	1.07	403	0.16

	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2,399	4.81	894	1.79	223	0.45	4,033	8.09
15	2,338	4.81	898	1.85	585	1.20	4,329	8.90
16	2,092	4.79	1,035	2.37	1,913	4.38	5,552	12.71
17	1,708	4.32	1,008	2.55	2,359	5.97	6,861	17.36
18	1,156	3.94	873	2.98	2,412	8.22	11,567	39.43
19	557	3.41	490	3.00	1,355	8.29	9,687	59.28
20	304	2.85	306	2.87	588	5.51	5,024	47.05
21+	191	2.44	248	3.17	274	3.50	7,155	91.52
14-21	10,745	4.37	5,752	2.34	9,709	3.95	54,208	22.05

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

The percentage of students exiting special education by age year or disability may sum to more than 100 percent. The child count data (the denominator) are collected on December 1 of each year, but the exit data are collected over a 12-month period. Consequently, students who are identified as eligible for special education after December 1 and exit special education before the subsequent December 1 may appear in the numerator (exiters) but not the denominator (child count). Furthermore, movement of students between districts during the 12-month period may result in duplicated counts, particularly in States without individual record systems. For example, a student might move from one district and be reported as *moved, known to be continuing*, and subsequently drop out of school from the second and be reported as such.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

SERIOUS EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	11	0.02	6	0.01	0	0.00	1,777	3.58	29	0.06
15	13	0.03	21	0.04	0	0.00	1,925	3.91	42	0.09
16	133	0.31	44	0.10	6	0.01	2,072	4.88	46	0.11
17	2,501	7.72	265	0.82	7	0.02	1,770	5.46	39	0.12
18	4,918	32.88	605	4.04	17	0.11	1,008	6.74	13	0.09
19	2,934	58.93	464	9.32	25	0.50	341	6.85	7	0.14
20	823	40.90	191	9.49	47	2.34	175	8.70	1	0.05
21+	278	38.34	97	13.38	190	26.21	161	22.21	16	2.21
14-21	11,611	5.91	1,693	0.86	292	0.15	9,229	4.70	193	0.10

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	5,577	11.22	2,135	4.30	582	1.17	10,117	20.36
15	6,012	12.22	2,804	5.70	1,589	3.23	12,406	25.22
16	5,493	12.93	2,972	6.99	4,534	10.67	15,300	36.01
17	3,834	11.83	2,656	8.20	5.205	16.06	16,277	50.22
18	1,770	11.83	1,463	9.78	3,971	26.55	13,765	92.02
19	501	10.06	522	10.48	1,601	32.16	6,395	128.4
20	130	6.46	221	10.98	460	22.86	2,048	101.8
21+	54	7.45	101	13.93	109	15.03	1,006	138.8
14-21	23,371	11.90	12,874	6.55	18,051	9.19	77,314	39.35

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the end did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

The percentage of students exiting special education by age year or disability may sum to more than 100 percent. The child count data (the denominator) are collected on December 1 of each year, but the exit data are collected over a 12-month period. Consequently, students who are identified as eligible for special education after December 1 and exit special education before the subsequent December 1 may appear in the numerator (exiters) but not the denominator (child count). Furthermore, movement of students between districts during the 12-month period may result in duplicated counts, particularly in States without individual record systems. For example, a student might move from one district and be reported as moved, *known to be continuing*, and subsequently drop out of school from the second and be reported as such.

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October 1, 1996.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	3	0.05	0	0.00	56	0.96	32	0.55
15	0	0.00	1	0.02	0	0.00	43	0.74	25	0.43
16	3	0.06	1	0.02	0	0.00	56	1.04	20	0.37
17	86	1.76	21	0.43	0	0.00	39	0.80	22	0.45
18	340	8.32	73	1.79	6	0.15	36	0.88	12	0.29
19	241	7.55	102	3.19	6	0.19	20	0.63	21	0.66
20	208	7.83	210	7.90	36	1.35	18	0.68	14	0.53
21+	538	27.32	377	19.15	467	23.72	13	0.66	63	3.20
14-21	1,416	4.19	788	2.33	515	1.52	281	0.83	209	0.62

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	316	5.42	169	2.90	14	0.24	590	10.12
15	310	5.34	161	2.77	46	0.79	586	10.09
16	269	5.00	164	3.05	123	2.29	636	11.82
17	210	4.31	161	3.30	138	2.83	677	13.89
18	150	3.67	105	2.57	158	3.87	880	21.53
19	112	3.51	77	2.41	84	2.63	663	20.76
20	68	2.56	55	2.07	52	1.96	661	24.88
21+	62	3.15	51	2.59	26	1.32	1,597	81.11
14-21	1,497	4.43	943	2.79	641	1.90	6,290	18.61

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	RETURNED TO REGULAR EDUCATION NUMBER	RETURNED TO REGULAR EDUCATION PERCENT	DIED NUMBER	DIED PERCENT
14	1	0.02	0	0.00	1	0.02	116	2.23	2	0.04
15	1	0.02	0	0.00	0	0.00	119	2.44	1	0.02
16	7	0.16	4	0.09	0	0.00	121	2.69	5	0.11
17	325	7.77	32	0.76	0	0.00	77	1.84	1	0.02
18	866	33.81	137	5.35	0	0.00	77	3.01	1	0.04
19	642	60.85	161	15.26	1	0.09	45	4.27	1	0.09
20	188	46.42	82	20.25	0	0.00	20	4.94	1	0.25
21+	80	40.40	38	19.19	31	15.66	20	10.10	3	1.52
14-21	2,110	9.18	454	1.98	33	0.14	595	2.59	15	0.07

AGE GROUP	MOVED, KNOWN TO CONTINUE NUMBER	MOVED, KNOWN TO CONTINUE PERCENT	MOVED, NOT KNOWN TO CONTINUE NUMBER	MOVED, NOT KNOWN TO CONTINUE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	TOTAL EXITING SPECIAL EDUCATION NUMBER	TOTAL EXITING SPECIAL EDUCATION PERCENT
14	204	3.92	112	2.15	16	0.31	452	8.68
15	231	4.73	93	1.91	30	0.61	475	9.73
16	185	4.12	88	1.96	89	1.98	499	11.11
17	159	3.80	72	1.72	120	2.87	786	18.78
18	125	4.88	86	3.36	125	4.88	1,417	55.33
19	52	4.93	37	3.51	81	7.68	1,020	96.68
20	24	5.93	17	4.20	30	7.41	362	89.38
21+	12	6.06	5	2.53	15	7.58	204	103.0
14-21	992	4.32	510	2.22	506	2.20	5,215	22.69

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	RETURNED TO REGULAR EDUCATION NUMBER	RETURNED TO REGULAR EDUCATION PERCENT	DIED NUMBER	DIED PERCENT
14	1	0.03	2	0.05	0	0.00	223	5.58	18	0.45
15	1	0.03	1	0.03	0	0.00	293	7.78	11	0.29
16	6	0.17	2	0.06	0	0.00	303	8.81	20	0.58
17	235	7.84	26	0.87	0	0.00	274	9.14	17	0.57
18	634	32.60	97	4.99	0	0.00	202	10.39	11	0.57
19	421	43.40	74	7.63	0	0.00	64	6.60	7	0.72
20	165	25.98	56	8.82	7	1.10	22	3.46	4	0.63
21+	156	32.77	81	17.02	100	21.01	30	6.30	3	0.63
14-21	1,619	8.88	339	1.86	107	0.59	1,411	7.74	91	0.50

AGE GROUP	MOVED, KNOWN TO CONTINUE NUMBER	MOVED, KNOWN TO CONTINUE PERCENT	MOVED, NOT KNOWN TO CONTINUE NUMBER	MOVED, NOT KNOWN TO CONTINUE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	TOTAL EXITING SPECIAL EDUCATION NUMBER	TOTAL EXITING SPECIAL EDUCATION PERCENT
14	193	4.83	90	2.25	17	0.43	544	13.61
15	176	4.67	78	2.07	31	0.82	591	15.69
16	142	4.13	80	2.32	76	2.21	629	18.28
17	100	3.34	64	2.14	81	2.70	797	26.59
18	82	4.22	47	2.42	101	5.19	1,174	60.36
19	51	5.26	38	3.92	50	5.15	705	72.68
20	19	2.99	23	3.62	20	3.15	316	49.76
21+	17	3.57	18	3.78	20	4.20	425	89.29
14-21	780	4.28	438	2.40	396	2.17	5,181	28.42

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	1,254	14.95	18	0.21
15	0	0.00	0	0.00	0	0.00	1,218	15.59	16	0.20
16	10	0.15	8	0.12	0	0.00	1,210	17.72	13	0.19
17	406	6.95	24	0.41	0	0.00	1,001	17.14	15	0.26
18	992	35.68	92	3.31	1	0.04	521	18.74	9	0.32
19	544	60.65	76	8.47	0	0.00	112	12.49	9	1.00
20	163	42.89	39	10.26	1	0.26	31	8.16	5	1.32
21+	107	59.12	21	11.60	38	20.99	35	19.34	10	5.52
14-21	2,222	6.71	260	0.79	40	0.12	5,382	16.26	95	0.29

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	376	4.48	139	1.66	43	0.51	1,830	21.81
15	336	4.30	152	1.95	80	1.02	1,802	23.06
16	313	4.58	166	2.43	185	2.71	1,905	27.89
17	246	4.21	158	2.71	216	3.70	2,066	35.38
18	120	4.32	99	3.56	185	6.65	2,019	72.63
19	39	4.35	44	4.91	81	9.03	905	100.9
20	16	4.21	17	4.47	28	7.37	300	78.95
21+	7	3.87	9	4.97	10	5.52	237	130.9
14-21	1,453	4.39	784	2.37	828	2.50	11,064	33.42

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October 1, 1996.

Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	47	2.38	2	0.10
15	2	0.10	0	0.00	0	0.00	40	2.09	0	0.00
16	5	0.27	0	0.00	0	0.00	50	2.73	5	0.27
17	171	10.33	16	0.97	0	0.00	47	2.84	6	0.36
18	414	42.64	31	3.19	1	0.10	31	3.19	3	0.31
19	238	58.33	22	5.39	0	0.00	14	3.43	1	0.25
20	77	33.77	17	7.46	3	1.32	7	3.07	2	0.88
21+	53	38.69	28	20.44	43	31.39	7	5.11	0	0.00
14-21	960	10.52	114	1.25	47	0.51	243	2.66	19	0.21

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	82	4.15	25	1.26	7	0.35	163	8.24
15	67	3.50	35	1.83	9	0.47	153	7.98
16	80	4.36	22	1.20	31	1.69	193	10.52
17	55	3.32	32	1.93	45	2.72	372	22.46
18	28	2.88	28	2.88	46	4.74	582	59.94
19	16	3.92	28	6.86	24	5.88	343	84.07
20	2	0.88	10	4.39	11	4.82	129	56.58
21+	5	3.65	7	5.11	7	5.11	150	109.5
14-21	335	3.67	187	2.05	180	1.97	2,085	22.84

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	RETURNED TO REGULAR EDUCATION NUMBER	RETURNED TO REGULAR EDUCATION PERCENT	DIED NUMBER	DIED PERCENT
14	0	0.00	0	0.00	0	0.00	12	1.03	1	0.09
15	0	0.00	0	0.00	0	0.00	14	1.28	0	0.00
16	0	0.00	0	0.00	0	0.00	10	1.05	0	0.00
17	11	1.33	1	0.12	0	0.00	9	1.09	2	0.24
18	51	6.59	12	1.55	0	0.00	5	0.65	0	0.00
19	37	5.87	8	1.27	0	0.00	8	1.27	0	0.00
20	31	6.13	29	5.73	7	1.38	3	0.59	0	0.00
21+	81	17.31	65	13.89	81	17.31	7	1.50	2	0.43
14-21	211	3.29	115	1.80	88	1.37	68	1.06	5	0.08

AGE GROUP	MOVED, KNOWN TO CONTINUE NUMBER	MOVED, KNOWN TO CONTINUE PERCENT	MOVED, NOT KNOWN TO CONTINUE NUMBER	MOVED, NOT KNOWN TO CONTINUE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	TOTAL EXITING SPECIAL EDUCATION NUMBER	TOTAL EXITING SPECIAL EDUCATION PERCENT
14	39	3.36	19	1.64	1	0.09	72	6.20
15	27	2.47	19	1.74	5	0.46	65	5.95
16	26	2.74	18	1.90	12	1.26	66	6.95
17	22	2.67	8	0.97	15	1.82	68	8.25
18	18	2.33	11	1.42	12	1.55	109	14.08
19	11	1.75	8	1.27	7	1.11	79	12.54
20	16	3.16	9	1.78	9	1.78	104	20.55
21+	8	1.71	17	3.63	5	1.07	266	56.84
14-21	167	2.61	109	1.70	66	1.03	829	12.94

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	1	0.80	1	0.80
15	0	0.00	0	0.00	0	0.00	2	2.25	1	1.12
16	0	0.00	0	0.00	0	0.00	1	1.27	1	1.27
17	5	5.32	2	2.13	0	0.00	2	2.13	3	3.19
18	11	19.64	3	5.36	0	0.00	1	1.79	0	0.00
19	8	14.55	6	10.91	0	0.00	0	0.00	0	0.00
20	3	4.35	8	11.59	1	1.45	0	0.00	0	0.00
21+	6	20.69	15	51.72	8	27.59	3	10.34	0	0.00
14-21	33	5.54	34	5.70	9	1.51	10	1.68	6	1.01

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	10	8.00	1	0.80	1	0.80	14	11.20
15	5	5.62	1	1.12	0	0.00	9	10.11
16	9	11.39	3	3.80	5	6.33	19	24.05
17	6	6.38	7	7.45	3	3.19	28	29.79
18	8	14.29	2	3.57	2	3.57	27	48.21
19	3	5.45	3	5.45	0	0.00	20	36.36
20	0	0.00	0	0.00	0	0.00	12	17.39
21+	0	0.00	0	0.00	0	0.00	32	110.3
14-21	41	6.88	17	2.85	11	1.85	161	27.01

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

The percentage of students exiting special education by age year or disability may sum to more than 100 percent. The child count data (the denominator) are collected on December 1 of each year, but the exit data are collected over a 12-month period. Consequently, students who are identified as eligible for special education after December 1 and exit special education before the subsequent December 1 may appear in the numerator (exiters) but not the denominator (child count). Furthermore, movement of students between districts during the 12-month period may result in duplicated counts, particularly in States without individual record systems. For example, a student might move from one district and be reported as *moved, known to be continuing*, and subsequently drop out of school from the second and be reported as such.

Please see data notes for an explanation of individual State differences.

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Table AD2

Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education During the 1994-95 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		RETURNED TO REGULAR EDUCATION		DIED	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	17	2.89	0	0.00
15	1	0.17	0	0.00	0	0.00	10	1.73	3	0.52
16	4	0.69	0	0.00	0	0.00	13	2.23	1	0.17
17	44	7.21	7	1.15	0	0.00	12	1.97	2	0.33
18	113	24.94	18	3.97	0	0.00	14	3.09	0	0.00
19	86	37.07	10	4.31	0	0.00	7	3.02.	0	0.00
20	24	15.29	15	9.55	0	0.00	3	1.91	1	0.64
21+	42	65.63	13	20.31	21	32.81	2	3.13	2	3.13
14-21	314	9.61	63	1.93	21	0.64	78	2.39	9	0.28

AGE GROUP	MOVED, KNOWN TO CONTINUE		MOVED, NOT KNOWN TO CONTINUE		DROPPED OUT		TOTAL EXITING SPECIAL EDUCATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	37	6.28	17	2.89	3	0.51	74	12.56
15	29	5.01	12	2.07	3	0.52	58	10.02
16	25	4.29	15	2.57	18	3.09	76	13.04
17	27	4.43	25	4.10	25	4.10	142	23.28
18	29	6.40	22	4.86	23	5.08	219	48.34
19	13	5.60	5	2.16	5	2.16	126	54.31
20	4	2.55	8	5.10	8	5.10	63	40.13
21+	2	3.13	4	6.25	7	10.94	93	145.3
14-21	166	5.08	108	3.31	92	2.82	851	26.05

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total number of students who were enrolled at some point in the reporting year, were not enrolled at the and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

The percentage of students exiting special education by age year or disability may sum to more than 100 percent. The child count data (the denominator) are collected on December 1 of each year, but the exit data are collected over a 12-month period. Consequently, students who are identified as eligible for special education after December 1 and exit special education before the subsequent December 1 may appear in the numerator (exiters) but not the denominator (child count). Furthermore, movement of students between districts during the 12-month period may result in duplicated counts, particularly in States without individual record systems. For example, a student might move from one district and be reported as *moved, known to be continuing*, and subsequently drop out of school from the second and be reported as such.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

Table AD3

Number of Students with Disabilities Exiting School by Graduation with a Diploma, Graduation with a Certificate, and Reached Maximum Age by Age During the 1985-86 Through 1994-95 School Years

GRADUATED WITH A DIPLOMA

AGE GROUP	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
14	.	.	90	61	262	82	139	127	91	62
15	.	.	130	70	170	152	172	110	169	106
16	833	1,501	596	662	471	543	506	472	532	545
17	14,458	16,910	17,794	14,424	14,453	14,663	14,360	16,149	15,417	16,455
18	41,645	43,144	42,698	44,851	44,853	46,707	45,068	46,809	47,847	49,988
19	21,832	22,308	24,591	27,316	27,776	29,194	29,325	27,162	35,730	37,154
20	5,651	5,637	6,444	7,060	8,129	7,468	7,445	7,205	9,361	9,254
21+	6,502	6,710	3,288	3,615	3,369	3,165	3,740	3,555	4,763	4,907
14-22	90,921	96,210	95,631	98,059	103,688	101,974	100,755	101,589	113,910	118,471

GRADUATED WITH A CERTIFICATE

AGE GROUP	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
14		.	481	818	356	264	223	64	130	73
15	.	.	369	721	350	378	158	91	71	68
16	803	347	465	810	399	430	217	142	178	154
17	4,126	2,125	1,909	2,326	1,811	1,938	1,930	2,201	2,016	2,373
18	11,905	7,288	7,560	7,667	6,993	6,956	7,264	8,259	7,766	9,017
19	7,492	5,803	5,168	5,721	5,821	6,780	7,593	8,345	7,001	7,308
20	3,482	3,317	2,299	2,748	2,845	7,025	7,190	8,189	3,408	3,083
21+	9,061	8,475	3,024	3,255	3,132	5,963	6,267	6,693	3,413	3,030
14-22	36,869	27,355	21,275	24,066	28,770	29,734	30,842	33,984	23,983	25,106

REACHED MAXIMUM AGE

AGE GROUP	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
14	.	.	14	255	6	5	8	6	7	4
15	.	.	8	312	43	9	16	51	9	7
16	111	104	32	222	157	74	44	45	39	26
17	120	121	44	280	136	74	70	91	106	37
18	203	134	505	191	256	66	115	163	110	110
19	177	278	56	94	175	60	68	193	91	79
20	430	851	335	299	539	560	588	725	525	383
21+	4,141	3,863	4,977	4,626	4,388	3,522	3,428	3,768	3,707	3,308
14-22	5,182	5,351	5,971	6,279	5,700	4,370	4,337	5,042	4,594	3,954

The data collection on exiting status was changed in 1992-93 from counting students exiting the school system to counting students who exited from special education. These three bases of exit had the same definition across the data collections for the years shown.

Exiting data on students ages 14 and 15 were first collected by individual age year in 1987-88.

For 1989-90, the total number of students ages 14 through 22 with disabilities will not equal the sum for the individual age years because Texas did not apportion children by individual age year.

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Table AF1

Estimated Resident Population for Children Ages 3-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1994-95	1995-96	1995-96 LESS 1976-77	1995-96 LESS 1994-95	1995-96 LESS 1976-77	1995-96 LESS 1994-95
ALABAMA	1,276,000	1,147,774	1,150,915	-125,085	3,141	-9.80	0.27
ALASKA	171,000	196,246	196,068	25,068	-178	14.66	-0.09
ARIZONA	788,000	1,149,878	1,205,860	417,860	55,982	53.03	4.87
ARKANSAS	704,000	681,675	692,638	-11,362	10,963	-1.61	1.61
CALIFORNIA	7,092,000	8,636,387	8,789,680	1,697,680	153,293	23.94	1.77
COLORADO	900,000	1,002,729	1,022,934	122,934	20,205	13.66	2.02
CONNECTICUT	1,021,000	803,692	812,562	-208,438	8,870	-20.42	1.10
DELAWARE	205,000	179,965	183,985	-21,015	4,020	-10.25	2.23
DISTRICT OF COLUMBIA	227,000	116,691	113,786	-113,214	-2,905	-49.87	-2.49
FLORIDA	2,525,000	3,340,790	3,446,387	921,387	105,597	36.49	3.16
GEORGIA	1,778,000	1,966,654	2,000,021	222,021	33,367	12.49	1.70
HAWAII	321,000	314,878	319,543	-1,457	4,665	-0.45	1.48
IDAHO	297,000	359,396	371,227	74,227	11,831	24.99	3.29
ILLINOIS	3,802,000	3,158,497	3,202,755	-599,245	44,258	-15.76	1.40
INDIANA	1,854,000	1,556,021	1,574,040	-279,960	18,019	-15.10	1.16
IOWA	970,000	770,653	773,440	-196,560	2,787	-20.26	0.36
KANSAS	763,000	720,891	727,299	-35,701	6,408	-4.68	0.89
KENTUCKY	1,181,000	1,039,886	1,046,770	-134,230	6,884	-11.37	0.66
LOUISIANA	1,444,000	1,295,074	1,306,464	-137,536	11,390	-9.52	0.88
MAINE	368,000	325,871	326,437	-41,563	566	-11.29	0.17
MARYLAND	1,437,000	1,278,717	1,294,912	-142,088	16,195	-9.89	1.27
MASSACHUSETTS	1,930,000	1,458,454	1,468,153	-461,847	9,699	-23.93	0.67
MICHIGAN	3,267,000	2,635,451	2,639,055	-627,945	3,604	-19.22	0.14
MINNESOTA	1,393,000	1,283,088	1,296,731	-96,269	13,643	-6.91	1.06
MISSISSIPPI	882,000	802,742	810,186	-71,814	7,444	-8.14	0.93
MISSOURI	1,587,000	1,435,144	1,448,782	-138,218	13,638	-8.71	0.95
MONTANA	265,000	251,716	254,106	-10,894	2,390	-4.11	0.95
NEBRASKA	528,000	464,793	469,442	-58,558	4,649	-11.09	1.00
NEVADA	211,000	376,296	398,807	187,807	22,511	89.01	5.98
NEW HAMPSHIRE	281,000	297,830	303,974	22,974	6,144	8.18	2.06
NEW JERSEY	2,398,000	1,974,563	2,005,821	-392,179	31,258	-16.35	1.58
NEW MEXICO	447,000	510,677	517,956	70,956	7,279	15.87	1.43
NEW YORK	5,814,000	4,598,337	4,638,906	-1,175,094	40,569	-20.21	0.88
NORTH CAROLINA	1,883,000	1,843,471	1,886,207	3,207	42,736	0.17	2.32
NORTH DAKOTA	230,000	183,594	183,951	-46,049	357	-20.02	0.19
OHIO	3,687,000	2,990,217	3,006,441	-680,559	16,224	-18.46	0.54
OKLAHOMA	906,000	925,173	933,349	27,349	8,176	3.02	0.88
OREGON	752,000	819,309	838,426	86,426	19,117	11.49	2.33
PENNSYLVANIA	3,793,000	3,027,072	3,045,163	-747,837	18,091	-19.72	0.60
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	245,070	244,783	-63,217	-287	-20.53	-0.12
SOUTH CAROLINA	1,035,000	1,004,822	1,004,188	-30,812	-634	-2.98	-0.06
SOUTH DAKOTA	241,000	217,813	219,185	-21,815	1,372	-9.05	0.63
TENNESSEE	1,413,000	1,364,312	1,382,530	-30,470	18,218	-2.16	1.34
TEXAS	4,446,000	5,444,425	5,557,264	1,111,264	112,839	24.99	2.07
UTAH	481,000	700,715	712,654	231,654	11,939	48.16	1.70
VERMONT	168,000	153,095	154,759	-13,241	1,664	-7.88	1.09
VIRGINIA	1,754,000	1,684,446	1,696,903	-57,097	12,457	-3.26	0.74
WASHINGTON	1,217,000	1,452,352	1,479,476	262,476	27,124	21.57	1.87
WEST VIRGINIA	592,000	474,060	469,318	-122,682	-4,742	-20.72	-1.00
WISCONSIN	1,613,000	1,412,965	1,429,603	-183,397	16,638	-11.37	1.18
WYOMING	136,000	147,720	147,971	11,971	251	8.80	0.17
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	72,782,000	70,222,087	71,201,813	-1,580,187	979,726	-2.17	1.40

Population counts are July estimates from the U.S. Bureau of the Census.

October 1, 1996.

Table AF2

Estimated Resident Population for Children Birth Through Age 2

STATE	NUMBER 1976-77	NUMBER 1994-95	NUMBER 1995-96	CHANGE IN NUMBER 1995-96 LESS 1976-77	CHANGE IN NUMBER 1995-96 LESS 1994-95	PERCENTAGE CHANGE IN NUMBER 1995-96 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1995-96 LESS 1994-95
ALABAMA	168,571	180,511	178,938	10,367	-1,573	6.15	-0.87
ALASKA	22,985	32,368	30,918	7,933	-1,450	34.51	-4.48
ARIZONA	119,758	205,039	211,782	92,024	6,743	76.84	3.29
ARKANSAS	101,600	101,298	101,744	144	446	0.14	0.44
CALIFORNIA	905,356	1,695,405	1,653,825	748,469	-41,580	82.67	-2.45
COLORADO	119,945	159,325	158,555	38,610	-770	32.19	-0.48
CONNECTICUT	107,425	135,500	133,704	26,279	-1,796	24.46	-1.33
DELAWARE	24,031	29,742	30,404	6,373	662	26.52	2.23
DISTRICT OF COLUMBIA	21,879	25,881	23,678	1,799	-2,203	8.22	-8.51
FLORIDA	326,497	567,277	570,069	243,572	2,792	74.60	0.49
GEORGIA	238,240	325,946	328,305	90,065	2,359	37.80	0.72
HAWAII	44,038	57,239	57,587	13,549	348	30.77	0.61
IDAHO	48,199	51,843	52,798	4,599	955	9.54	1.84
ILLINOIS	480,209	549,180	550,204	69,995	1,024	14.58	0.19
INDIANA	241,571	242,796	242,079	508	-717	0.21	-0.30
IOWA	120,258	110,452	108,246	-12,012	-2,206	-9.99	-2.00
KANSAS	97,703	108,749	108,405	10,702	-344	10.95	-0.32
KENTUCKY	159,859	155,144	154,715	-5,144	-429	-3.22	-0.28
LOUISIANA	191,706	202,451	200,473	8,767	-1,978	4.57	-0.98
MAINE	45,342	44,433	42,529	-2,813	-1,904	-6.20	-4.29
MARYLAND	151,497	223,953	216,000	64,503	-7,953	42.58	-3.55
MASSACHUSETTS	199,539	247,643	242,830	43,291	-4,813	21.70	-1.94
MICHIGAN	398,356	407,712	399,821	1,465	-7,891	0.37	-1.94
MINNESOTA	168,494	190,119	188,289	19,795	-1,830	11.75	-0.96
MISSISSIPPI	124,496	124,276	124,547	51	271	0.04	0.22
MISSOURI	199,462	221,299	216,420	16,958	-4,879	8.50	-2.20
MONTANA	35,337	34,218	32,982	-2,355	-1,236	-6.66	-3.61
NEBRASKA	68,482	67,659	67,434	-1,048	-225	-1.53	-0.33
NEVADA	27,087	67,808	71,186	44,099	3,378	162.81	4.98
NEW HAMPSHIRE	34,650	46,419	43,838	9,188	-2,581	26.52	-5.56
NEW JERSEY	274,354	341,222	339,133	64,779	-2,089	23.61	-0.61
NEW MEXICO	62,481	82,924	81,641	19,160	-1,283	30.67	-1.55
NEW YORK	671,964	826,290	802,969	131,005	-23,321	19.50	-2.82
NORTH CAROLINA	241,141	301,038	302,603	61,462	1,565	25.49	0.52
NORTH DAKOTA	29,281	25,071	24,961	-4,320	-110	-14.75	-0.44
OHIO	455,603	462,468	455,084	-519	-7,384	-0.11	-1.60
OKLAHOMA	126,448	141,495	134,940	8,492	-6,555	6.72	-4.63
OREGON	102,271	121,768	123,168	20,897	1,400	20.43	1.15
PENNSYLVANIA	436,681	467,630	459,259	22,578	-8,371	5.17	-1.79
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	31,948	41,973	39,298	7,350	-2,675	23.01	-6.37
SOUTH CAROLINA	137,829	162,938	153,738	15,909	-9,200	11.54	-5.65
SOUTH DAKOTA	32,129	31,879	30,695	-1,434	-1,184	-4.46	-3.71
TENNESSEE	186,466	217,040	216,078	29,612	-962	15.88	-0.44
TEXAS	625,199	939,926	946,613	321,414	6,687	51.41	0.71
UTAH	92,796	108,425	110,504	17,708	2,079	19.08	1.92
VERMONT	20,577	21,732	21,538	961	-194	4.67	-0.89
VIRGINIA	210,395	279,008	276,609	66,214	-2,399	31.47	-0.86
WASHINGTON	153,444	232,222	226,071	72,627	-6,151	47.33	-2.65
WEST VIRGINIA	82,782	64,196	62,516	-20,266	-1,680	-24.48	-2.62
WISCONSIN	193,983	204,350	201,715	7,732	-2,635	3.99	-1.29
WYOMING	20,624	19,230	18,878	-1,746	-352	-8.47	-1.83
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,180,968	11,704,510	11,570,316	2,389,348	-134,194	26.03	-1.15

Population counts are July estimates from the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

October 1, 1996.

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Table AF3

Estimated Resident Population for Children Ages 3-5

STATE	NUMBER 1976-77	NUMBER 1994-95	NUMBER 1995-96	CHANGE IN NUMBER 1995-96 LESS 1976-77	CHANGE IN NUMBER 1995-96 LESS 1994-95	PERCENTAGE CHANGE IN NUMBER 1995-96 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1995-96 LESS 1994-95
ALABAMA	175,341	180,072	182,430	7,089	2,358	4.04	1.31
ALASKA	24,068	34,806	33,676	9,608	-1,130	39.92	-3.25
ARIZONA	120,127	204,945	215,394	95,267	10,449	79.31	5.10
ARKANSAS	101,569	105,472	107,170	5,601	1,698	5.51	1.61
CALIFORNIA	909,219	1,652,508	1,708,349	799,130	55,841	87.89	3.38
COLORADO	120,145	165,835	166,491	46,346	656	38.58	0.40
CONNECTICUT	113,358	144,038	143,093	29,735	-945	26.23	-0.66
DELAWARE	25,241	31,518	31,933	6,692	415	26.51	1.32
DISTRICT OF COLUMBIA	27,938	24,083	24,173	-3,765	90	-13.48	0.37
FLORIDA	344,352	586,689	601,820	257,468	15,131	74.77	2.58
GEORGIA	249,132	331,178	335,940	86,808	4,762	34.84	1.44
HAWAII	45,097	55,291	56,983	11,886	1,692	26.36	3.06
IDAHO	44,631	53,333	55,248	10,617	1,915	23.79	3.59
ILLINOIS	499,178	540,676	553,497	54,319	12,821	10.88	2.37
INDIANA	246,507	245,247	249,176	2,669	3,929	1.08	1.60
IOWA	118,766	116,235	114,898	-3,868	-1,337	-3.26	-1.15
KANSAS	96,784	114,242	112,873	16,089	-1,369	16.62	-1.20
KENTUCKY	162,249	157,432	159,784	-2,465	2,352	-1.52	1.49
LOUISIANA	198,917	201,632	203,620	4,703	1,988	2.36	0.99
MAINE	47,644	50,413	49,250	1,606	-1,163	3.37	-2.31
MARYLAND	164,831	230,622	230,286	65,455	-336	39.71	-0.15
MASSACHUSETTS	213,304	261,631	258,913	45,609	-2,718	21.38	-1.04
MICHIGAN	413,467	438,134	432,377	18,910	-5,757	4.57	-1.31
MINNESOTA	166,645	206,729	202,751	36,106	-3,978	21.67	-1.92
MISSISSIPPI	130,900	123,065	125,857	-5,043	2,792	-3.85	2.27
MISSOURI	205,393	231,406	231,076	25,683	-330	12.50	-0.14
MONTANA	35,214	37,248	36,684	1,470	-564	4.18	-1.51
NEBRASKA	69,511	72,369	71,440	1,929	-929	2.78	-1.28
NEVADA	27,838	69,118	72,409	44,571	3,291	160.10	4.76
NEW HAMPSHIRE	34,881	51,078	50,254	15,373	-824	44.07	-1.61
NEW JERSEY	290,746	352,361	357,962	67,216	5,601	23.12	1.59
NEW MEXICO	64,122	83,991	85,077	20,955	1,086	32.68	1.29
NEW YORK	702,865	821,344	833,359	130,494	12,015	18.57	1.46
NORTH CAROLINA	252,156	311,056	318,378	66,222	7,322	26.26	2.35
NORTH DAKOTA	30,231	26,971	26,082	-4,149	-889	-13.72	-3.30
OHIO	470,129	481,093	480,489	10,360	-604	2.20	-0.13
OKLAHOMA	126,173	143,313	144,087	17,914	774	14.20	0.54
OREGON	98,561	130,496	131,491	32,930	995	33.41	0.76
PENNSYLVANIA	460,377	496,978	494,109	33,732	-2,869	7.33	-0.58
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	43,156	42,822	7,460	-334	21.09	-0.77
SOUTH CAROLINA	144,888	164,895	164,669	19,781	-226	13.65	-0.14
SOUTH DAKOTA	32,481	33,538	32,923	442	-615	1.36	-1.83
TENNESSEE	192,024	220,888	224,491	32,467	3,603	16.91	1.63
TEXAS	634,321	914,778	943,507	309,186	28,729	48.74	3.14
UTAH	81,356	109,065	109,997	28,641	932	35.20	0.85
VERMONT	20,524	24,648	24,054	3,530	-594	17.20	-2.41
VIRGINIA	216,877	283,047	282,845	65,968	-202	30.42	-0.07
WASHINGTON	147,905	241,503	242,001	94,096	498	63.62	0.21
WEST VIRGINIA	84,025	65,568	65,894	-18,131	326	-21.58	0.50
WISCONSIN	192,191	219,715	217,658	25,467	-2,057	13.25	-0.94
WYOMING	19,946	20,874	20,495	549	-379	2.75	-1.82
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,429,510	11,906,323	12,060,235	2,630,725	153,912	27.90	1.29

Population counts are July estimates form the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

October 1, 1996.

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Table AF4

Estimated Resident Population for Children Ages 6-17

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1994-95	1995-96	1995-96 LESS 1976-77	1995-96 LESS 1994-95	1995-96 LESS 1976-77	1995-96 LESS 1994-95
ALABAMA	812,953	719,134	718,777	-94,176	-357	-11.58	-0.05
ALASKA	102,411	124,151	124,659	22,248	508	21.72	0.41
ARIZONA	490,548	728,847	766,094	275,546	37,247	56.17	5.11
ARKANSAS	450,431	433,627	440,607	-9,824	6,980	-2.18	1.61
CALIFORNIA	4,446,498	5,329,457	5,431,442	984,944	101,985	22.15	1.91
COLORADO	551,093	644,889	656,154	105,061	11,265	19.06	1.75
CONNECTICUT	671,319	508,582	520,936	-150,383	12,354	-22.40	2.43
DELAWARE	128,764	113,540	116,489	-12,275	2,949	-9.53	2.60
DISTRICT OF COLUMBIA	136,585	68,525	66,801	-69,784	-1,724	-51.09	-2.52
FLORIDA	1,586,530	2,108,793	2,199,439	612,909	90,646	38.63	4.30
GEORGIA	1,120,109	1,235,126	1,259,349	139,240	24,223	12.43	1.96
HAWAII	191,110	191,584	194,692	3,582	3,108	1.87	1.62
IDAHO	186,590	234,127	239,878	53,288	5,751	28.56	2.46
ILLINOIS	2,429,966	1,993,438	2,022,193	-407,773	28,755	-16.78	1.44
INDIANA	1,182,681	985,364	996,104	-186,577	10,740	-15.78	1.09
IOWA	632,399	502,296	501,367	-131,032	-929	-20.72	-0.18
KANSAS	473,180	467,914	471,483	-1,697	3,569	-0.36	0.76
KENTUCKY	746,989	656,964	658,209	-88,780	1,245	-11.89	0.19
LOUISIANA	923,076	831,079	835,121	-87,955	4,042	-9.53	0.49
MAINE	237,130	210,841	213,116	-24,014	2,275	-10.13	1.08
MARYLAND	928,271	808,357	825,680	-102,591	17,323	-11.05	2.14
MASSACHUSETTS	1,242,391	914,491	930,111	-312,280	15,620	-25.14	1.71
MICHIGAN	2,095,777	1,678,950	1,687,257	-408,520	8,307	-19.49	0.49
MINNESOTA	898,231	843,494	854,452	-43,779	10,958	-4.87	1.30
MISSISSIPPI	562,604	508,686	511,505	-51,099	2,819	-9.08	0.55
MISSOURI	1,003,075	926,419	934,056	-69,019	7,637	-6.88	0.82
MONTANA	169,330	165,982	166,468	-2,862	486	-1.69	0.29
NEBRASKA	332,339	301,596	304,423	-27,916	2,827	-8.40	0.94
NEVADA	135,073	238,822	254,991	119,918	16,169	88.78	6.77
NEW HAMPSHIRE	183,785	194,084	200,877	17,092	6,793	9.30	3.50
NEW JERSEY	1,587,994	1,236,908	1,266,428	-321,566	29,520	-20.25	2.39
NEW MEXICO	280,878	330,381	333,381	52,503	3,000	18.69	0.91
NEW YORK	3,793,733	2,863,457	2,900,534	-893,199	37,077	-23.54	1.29
NORTH CAROLINA	1,181,836	1,143,865	1,178,138	-3,698	34,273	-0.31	3.00
NORTH DAKOTA	144,042	119,518	119,402	-24,640	-116	-17.11	-0.10
OHIO	2,355,041	1,910,651	1,924,275	-430,766	13,624	-18.29	0.71
OKLAHOMA	564,589	595,110	599,012	34,423	3,902	6.10	0.66
OREGON	478,903	530,192	542,381	63,478	12,189	13.25	2.30
PENNSYLVANIA	2,454,642	1,932,949	1,955,934	-498,708	22,985	-20.32	1.19
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	154,689	155,491	-43,716	802	-21.95	0.52
SOUTH CAROLINA	645,989	624,443	625,977	-20,012	1,534	-3.10	0.25
SOUTH DAKOTA	151,333	142,983	142,818	-8,515	-165	-5.63	-0.12
TENNESSEE	899,154	858,412	869,728	-29,426	11,316	-3.27	1.32
TEXAS	2,779,661	3,446,717	3,510,297	730,636	63,580	26.29	1.84
UTAH	286,294	454,456	454,117	167,823	-339	58.62	-0.07
VERMONT	108,007	99,182	101,168	-6,839	1,986	-6.33	2.00
VIRGINIA	1,090,502	1,040,937	1,053,073	-37,429	12,136	-3.43	1.17
WASHINGTON	776,411	933,924	950,332	173,921	16,408	22.40	1.76
WEST VIRGINIA	380,112	299,654	293,458	-86,654	-6,196	-22.80	-2.07
WISCONSIN	1,043,493	922,379	933,832	-109,661	11,453	-10.51	1.24
WYOMING	84,744	97,313	96,895	12,151	-418	14.34	-0.43
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	46,337,802	44,407,279	45,109,401	-1,228,401	702,122	-2.65	1.58

Population counts are July estimates from the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

October 1, 1996.

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Table AF5

Estimated Resident Population for Children Ages 18-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1994-95	1995-96	1995-96 LESS 1976-77	1995-96 LESS 1994-95	1995-96 LESS 1976-77	1995-96 LESS 1994-95
ALABAMA	287,706	248,568	249,708	-37,998	1,140	-13.21	0.46
ALASKA	44,521	37,289	37,733	-6,788	444	-15.25	1.19
ARIZONA	177,325	216,086	224,372	47,047	8,286	26.53	3.83
ARKANSAS	152,000	142,576	144,861	-7,139	2,285	-4.70	1.60
CALIFORNIA	1,736,283	1,654,422	1,649,889	-86,394	-4,533	-4.98	-0.27
COLORADO	228,763	192,005	200,289	-28,474	8,284	-12.45	4.31
CONNECTICUT	236,324	151,072	148,533	-87,791	-2,539	-37.15	-1.68
DELAWARE	50,995	34,907	35,563	-15,432	656	-30.26	1.88
DISTRICT OF COLUMBIA	62,477	24,083	22,812	-39,665	-1,271	-63.49	-5.28
FLORIDA	594,118	645,308	645,128	51,010	-180	8.59	-0.03
GEORGIA	408,759	400,350	404,732	-4,027	4,382	-0.99	1.09
HAWAII	84,792	68,003	67,868	-16,924	-135	-19.96	-0.20
IDAHO	65,779	71,936	76,101	10,322	4,165	15.69	5.79
ILLINOIS	872,856	624,383	627,065	-245,791	2,682	-28.16	0.43
INDIANA	424,812	325,410	328,760	-96,052	3,350	-22.61	1.03
IOWA	218,835	152,122	157,175	-61,660	5,053	-28.18	3.32
KANSAS	193,036	138,735	142,943	-50,093	4,208	-25.95	3.03
KENTUCKY	271,761	225,490	228,777	-42,984	3,287	-15.82	1.46
LOUISIANA	322,007	262,363	267,723	-54,284	5,360	-16.86	2.04
MAINE	83,226	64,617	64,071	-19,155	-546	-23.02	-0.84
MARYLAND	343,897	239,738	238,946	-104,951	-792	-30.52	-0.33
MASSACHUSETTS	474,305	282,332	279,129	-195,176	-3,203	-41.15	-1.13
MICHIGAN	757,757	518,367	519,421	-238,336	1,054	-31.45	0.20
MINNESOTA	328,124	232,865	239,528	-88,596	6,663	-27.00	2.86
MISSISSIPPI	188,496	170,991	172,824	-15,672	1,833	-8.31	1.07
MISSOURI	378,532	277,319	283,650	-94,882	6,331	-25.07	2.28
MONTANA	60,456	48,486	50,954	-9,502	2,468	-15.72	5.09
NEBRASKA	126,150	90,828	93,579	-32,571	2,751	-25.82	3.03
NEVADA	48,088	68,356	71,407	23,319	3,051	48.49	4.46
NEW HAMPSHIRE	62,335	52,668	52,843	-9,492	175	-15.23	0.33
NEW JERSEY	519,260	385,294	381,431	-137,829	-3,863	-26.54	-1.00
NEW MEXICO	102,000	96,305	99,498	-2,502	3,193	-2.45	3.32
NEW YORK	1,317,403	913,536	905,013	-412,390	-8,523	-31.30	-0.93
NORTH CAROLINA	449,008	388,550	389,691	-59,317	1,141	-13.21	0.29
NORTH DAKOTA	55,727	37,105	38,467	-17,260	1,362	-30.97	3.67
OHIO	861,830	598,473	601,677	-260,153	3,204	-30.19	0.54
OKLAHOMA	215,238	186,750	190,250	-24,988	3,500	-11.61	1.87
OREGON	174,536	158,621	164,554	-9,982	5,933	-5.72	3.74
PENNSYLVANIA	877,981	597,145	595,120	-282,861	-2,025	-32.22	-0.34
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	47,225	46,470	-26,960	-755	-36.72	-1.60
SOUTH CAROLINA	244,123	215,484	213,542	-30,581	-1,942	-12.53	-0.90
SOUTH DAKOTA	57,186	41,292	43,444	-13,742	2,152	-24.03	5.21
TENNESSEE	321,822	285,012	288,311	-33,511	3,299	-10.41	1.16
TEXAS	1,032,018	1,082,930	1,103,460	71,442	20,530	6.92	1.90
UTAH	113,350	137,194	148,540	35,190	11,346	31.04	8.27
VERMONT	39,470	29,265	29,537	-9,933	272	-25.17	0.93
VIRGINIA	446,620	360,462	360,985	-85,635	523	-19.17	0.15
WASHINGTON	292,683	276,925	287,143	-5,540	10,218	-1.89	3.69
WEST VIRGINIA	127,864	108,838	109,966	-17,898	1,128	-14.00	1.04
WISCONSIN	377,316	270,871	278,113	-99,203	7,242	-26.29	2.67
WYOMING	31,309	29,533	30,581	-728	1,048	-2.33	3.55
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	17,014,688	13,908,485	14,032,177	-2,982,511	123,692	-17.53	0.89

Population counts are July estimates from the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

October 1, 1996.

Table AF6

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

STATE	NUMBER 1976-77	NUMBER 1994-95	NUMBER 1995-96	CHANGE IN NUMBER 1995-96 LESS 1976-77	CHANGE IN NUMBER 1995-96 LESS 1994-95	PERCENTAGE CHANGE IN NUMBER 1995-96 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1995-96 LESS 1994-95
ALABAMA	752,507	733,458	735,947	-16,560	2,489	-2.20	0.34
ALASKA	91,190	122,494	125,257	34,067	2,763	37.36	2.26
ARIZONA	502,817	791,689	766,498	263,681	-25,191	52.44	-3.18
ARKANSAS	460,593	432,317	454,278	-6,315	21,961	-1.37	5.08
CALIFORNIA	4,380,300	5,340,000	5,447,846	1,067,546	107,846	24.37	2.02
COLORADO	570,000	640,521	656,279	86,279	15,758	15.14	2.46
CONNECTICUT	635,000	503,216	514,627	-120,373	11,411	-18.96	2.27
DELAWARE	122,273	106,813	108,461	-13,812	1,648	-11.30	1.54
DISTRICT OF COLUMBIA	125,848	80,420	79,802	-46,046	-618	-36.59	-0.77
FLORIDA	1,537,336	2,108,978	2,172,794	635,458	63,816	41.34	3.03
GEORGIA	1,095,142	1,270,948	1,311,126	215,984	40,178	19.72	3.16
HAWAII	174,943	183,164	186,574	11,631	3,410	6.65	1.86
IDAHO	200,005	240,448	243,097	43,092	2,649	21.55	1.10
ILLINOIS	2,238,129	1,919,226	1,927,519	-310,610	8,293	-13.88	0.43
INDIANA	1,163,179	972,521	980,198	-182,981	7,677	-15.73	0.79
IOWA	605,127	498,837	502,301	-102,826	3,464	-16.99	0.69
KANSAS	436,526	460,905	464,088	27,562	3,183	6.31	0.69
KENTUCKY	694,000	655,489	638,634	-55,366	-16,855	-7.98	-2.57
LOUISIANA	839,499	781,857	781,142	-58,357	-715	-6.95	-0.09
MAINE	248,822	215,517	219,225	-29,597	3,708	-11.89	1.72
MARYLAND	860,929	790,935	805,580	-55,349	14,645	-6.43	1.85
MASSACHUSETTS	1,172,000	897,705	910,020	-261,980	12,315	-22.35	1.37
MICHIGAN	2,035,703	1,603,535	1,643,100	-392,603	39,565	-19.29	2.47
MINNESOTA	862,591	826,600	835,418	-27,173	8,818	-3.15	1.07
MISSISSIPPI	510,209	503,301	503,602	-6,607	301	-1.29	0.06
MISSOURI	950,142	861,542	873,638	-76,504	12,096	-8.05	1.40
MONTANA	170,552	164,295	165,499	-5,053	1,204	-2.96	0.73
NEBRASKA	312,024	286,405	289,733	-22,291	3,328	-7.14	1.16
NEVADA	141,791	250,747	265,041	123,250	14,294	86.92	5.70
NEW HAMPSHIRE	175,496	186,398	190,450	14,954	4,052	8.52	2.17
NEW JERSEY	1,427,000	1,174,545	1,197,560	-229,440	23,015	-16.08	1.96
NEW MEXICO	284,719	315,730	328,463	43,744	12,733	15.36	4.03
NEW YORK	3,378,997	2,790,700	2,830,000	-548,997	39,300	-16.25	1.41
NORTH CAROLINA	1,191,316	1,146,639	1,165,385	-25,931	18,746	-2.18	1.63
NORTH DAKOTA	129,106	119,288	119,090	-10,016	-198	-7.76	-0.17
OHIO	2,249,440	1,825,410	1,838,411	-411,029	13,001	-18.27	0.71
OKLAHOMA	597,665	611,138	616,497	18,832	5,359	3.15	0.88
OREGON	474,707	521,945	527,914	53,207	5,969	11.21	1.14
PENNSYLVANIA	2,193,673	1,779,790	1,801,970	-391,703	22,180	-17.86	1.25
PUERTO RICO	688,592	621,895	621,370	-67,222	-525	-9.76	-0.08
RHODE ISLAND	172,373	147,490	148,978	-23,395	1,488	-13.57	1.01
SOUTH CAROLINA	620,711	641,820	637,519	16,808	-4,301	2.71	-0.67
SOUTH DAKOTA	148,080	143,411	144,114	-3,966	703	-2.68	0.49
TENNESSEE	841,974	865,729	880,960	38,986	15,231	4.63	1.76
TEXAS	2,822,754	3,680,271	3,740,260	917,506	59,989	32.50	1.63
UTAH	314,471	471,557	473,666	159,195	2,109	50.62	0.45
VERMONT	104,356	107,131	105,965	1,609	-1,166	1.54	-1.09
VIRGINIA	1,100,723	1,059,195	1,079,854	-20,869	20,659	-1.90	1.95
WASHINGTON	780,730	934,309	951,696	170,966	17,387	21.90	1.86
WEST VIRGINIA	404,771	309,888	306,451	-98,320	-3,437	-24.29	-1.11
WISCONSIN	945,337	856,661	869,172	-76,165	12,511	-8.06	1.46
WYOMING	90,587	101,488	99,859	9,272	-1,629	10.24	-1.61
AMERICAN SAMOA	9,950	14,345	14,406	4,456	61	44.78	0.43
GUAM	28,570	31,711	33,502	4,932	1,791	17.26	5.65
NORTHERN MARIANAS	.	8,291	10,634	.	2,343	.	28.26
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	23,353	22,221	-2,805	-1,132	-11.21	-4.85
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	45,090,301	44,734,011	45,363,691	273,390	629,680	0.61	1.41
50 STATES, D.C. & P.R.	45,026,755	44,656,311	45,282,928	256,173	626,617	0.57	1.40

Enrollment counts are fall membership counts collected by NCES.

Data for school years 1994-95 and 1995-96 are estimates from NCES.

October 1, 1996.

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Table AG1

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part H

APPROPRIATION YEAR 1996
ALLOCATION YEAR 1996-1997

STATE	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART H
ALABAMA	40,895,889	5,640,150	4,483,470
ALASKA	7,445,561	1,322,423	1,545,710
ARIZONA	30,926,630	5,149,246	5,306,409
ARKANSAS	21,767,818	4,947,109	2,549,297
CALIFORNIA	228,622,421	36,022,407	41,438,233
COLORADO	28,189,964	4,694,437	3,972,753
CONNECTICUT	31,009,767	5,254,252	3,378,163
DELAWARE	6,415,559	1,273,857	1,545,710
DISTRICT OF COLUMBIA	3,133,152	253,984	1,545,710
FLORIDA	125,183,617	17,772,314	14,722,619
GEORGIA	54,500,058	8,737,835	8,226,009
HAWAII	6,468,961	857,114	1,569,551
IDAHO	9,586,202	2,011,527	1,545,710
ILLINOIS	103,277,776	16,385,574	13,785,909
INDIANA	54,064,193	8,046,763	6,065,530
IOWA	26,735,870	3,830,760	2,712,211
KANSAS	21,632,619	4,026,335	2,716,195
KENTUCKY	33,452,225	9,636,295	3,876,538
LOUISIANA	36,749,462	6,292,502	5,023,051
MAINE	12,862,856	2,331,796	1,545,710
MARYLAND	40,707,760	6,228,185	6,148,806
MASSACHUSETTS	64,529,602	9,346,216	8,621,533
MICHIGAN	76,182,721	11,971,373	10,017,913
MINNESOTA	39,676,213	7,075,455	4,873,116
MISSISSIPPI	26,960,663	4,336,103	3,120,649
MISSOURI	48,997,264	5,509,548	5,422,619
MONTANA	7,447,163	1,189,852	1,545,710
NEBRASKA	15,863,867	2,173,630	1,689,626
NEVADA	11,381,723	2,077,812	1,783,636
NEW HAMPSHIRE	10,206,502	1,424,148	1,545,710
NEW JERSEY	79,530,001	10,919,997	8,497,315
NEW MEXICO	19,201,461	2,994,648	2,045,597
NEW YORK	159,349,369	31,853,656	20,119,188
NORTH CAROLINA	59,357,530	10,940,998	7,582,020
NORTH DAKOTA	5,044,365	767,202	1,545,710
OHIO	91,825,830	11,947,090	11,402,583
OKLAHOMA	29,633,498	3,486,209	3,381,056
OREGON	26,241,486	4,001,396	3,086,097
PENNSYLVANIA	86,078,620	13,510,371	12,702,122
PUERTO RICO	18,127,953	2,326,545	4,549,818
RHODE ISLAND	10,118,522	1,531,123	1,568,805
SOUTH CAROLINA	34,921,251	6,775,530	3,852,059
SOUTH DAKOTA	6,432,855	1,428,085	1,545,710
TENNESSEE	51,036,950	6,661,992	5,414,050
TEXAS	178,197,295	21,173,206	23,718,333
UTAH	21,172,943	3,190,222	2,768,788
VERMONT	4,539,452	797,391	1,545,710
VIRGINIA	57,509,947	8,676,144	6,930,714
WASHINGTON	43,138,514	8,246,275	5,664,434
WEST VIRGINIA	18,358,789	3,177,753	1,798,698
WISCONSIN	42,946,007	8,889,438	5,553,755
WYOMING	5,064,508	1,021,186	1,545,710
AMERICAN SAMOA	2,546,094	34,783	514,925
GUAM	6,151,324	122,726	1,140,327
NORTHERN MARIANAS	1,570,112	23,626	342,733
PALAU	552,502	5,120	78,014
VIRGIN ISLANDS	4,663,611	87,286	671,647
BUR. OF INDIAN AFFAIRS	28,408,765		3,864,276
U.S. AND OUTLYING AREAS	2,316,593,632	360,409,000	315,754,000
50 STATES, D.C. & P.R.	2,272,701,224	360,135,459	309,142,078

State grants awards are initial allocations for the 1996 appropriation.

October 1, 1996.

Table AH1

Number of Infants and Toddlers Receiving Early Intervention Services
December 1, 1995

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION	PERCENTAGE OF POPULATION
ALABAMA	143	472	713	1,328	178,938	0.74
ALASKA	68	133	231	432	30,918	1.40
ARIZONA	270	580	749	1,599	211,782	0.76
ARKANSAS	440	777	958	2,175	101,744	2.14
CALIFORNIA	3,079	6,512	8,528	18,119	1,653,825	1.10
COLORADO	903	1,268	1,746	3,917	158,555	2.47
CONNECTICUT	366	796	1,264	2,426	133,704	1.81
DELAWARE	290	533	565	1,388	30,404	4.57
DISTRICT OF COLUMBIA	18	58	364	440	23,678	1.86
FLORIDA	2,577	3,276	4,918	10,771	570,069	1.89
GEORGIA	657	1,265	1,550	3,472	328,305	1.06
HAWAII	1,513	1,230	1,131	3,874	57,587	6.73
IDAHO	141	277	427	845	52,798	1.60
ILLINOIS	1,222	2,732	4,075	8,029	550,204	1.46
INDIANA	809	1,404	1,975	4,188	242,079	1.73
IOWA	104	275	583	962	108,246	0.89
KANSAS	267	438	724	1,429	108,405	1.32
KENTUCKY	278	592	767	1,637	154,715	1.06
LOUISIANA	582	750	913	2,245	200,473	1.12
MAINE	71	239	539	849	42,529	2.00
MARYLAND	443	1,134	2,118	3,695	216,000	1.71
MASSACHUSETTS	1,763	2,636	4,085	8,484	242,830	3.49
MICHIGAN	827	1,404	2,153	4,384	399,821	1.10
MINNESOTA	373	787	1,462	2,622	188,289	1.39
MISSISSIPPI	142	233	341	716	124,547	0.57
MISSOURI	428	890	1,090	2,408	216,420	1.11
MONTANA	93	176	243	512	32,982	1.55
NEBRASKA	93	235	397	725	67,434	1.08
NEVADA	163	317	361	841	71,186	1.18
NEW HAMPSHIRE	175	318	520	1,013	43,838	2.31
NEW JERSEY	407	1,145	1,855	3,407	339,133	1.00
NEW MEXICO	168	599	980	1,747	81,641	2.14
NEW YORK	931	3,447	8,939	13,317	802,969	1.66
NORTH CAROLINA	519	1,501	2,316	4,336	302,603	1.43
NORTH DAKOTA	54	99	112	265	24,961	1.06
OHIO	1,939	5,188	8,078	15,205	455,084	3.34
OKLAHOMA	316	641	810	1,767	134,940	1.31
OREGON	202	492	785	1,479	123,168	1.20
PENNSYLVANIA	1,200	2,368	3,277	6,845	459,259	1.49
PUERTO RICO	923	1,955	1,915	4,793	.	.
RHODE ISLAND	163	341	472	976	39,298	2.48
SOUTH CAROLINA	324	685	888	1,897	153,738	1.23
SOUTH DAKOTA	40	129	207	376	30,695	1.22
TENNESSEE	543	1,046	1,567	3,156	216,078	1.46
TEXAS	1,523	3,510	5,045	10,078	946,613	1.06
UTAH	584	654	826	2,064	110,504	1.87
VERMONT	25	92	224	341	21,538	1.58
VIRGINIA	413	1,137	676	2,226	276,609	0.80
WASHINGTON	282	638	1,041	1,961	226,071	0.87
WEST VIRGINIA	461	547	656	1,664	62,516	2.66
WISCONSIN	418	1,124	2,074	3,616	201,715	1.79
WYOMING	51	146	237	434	18,878	2.30
AMERICAN SAMOA	9	18	13	40	.	.
GUAM	23	41	50	114	.	.
NORTHERN MARIANAS	10	16	18	44	.	.
PALAU	4	1	0	5	.	.
VIRGIN ISLANDS	8	20	28	56	.	.
U.S. AND OUTLYING AREAS	29,838	59,317	88,579	177,734	11,570,316	1.54
50 STATES, D.C. & P.R.	29,784	59,221	88,470	177,475	11,570,316	1.53

Population figures are July estimates from the Bureau of the Census. No census data are available for Outlying Areas.

Please see data notes for an explanation of individual State differences.

October 1, 1996

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Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part H December 1, 1994

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	117	214	598	91	206	363
ALASKA	.	118	9	111	159	76
ARIZONA	17	111	142	9	0	0
ARKANSAS	307	278	819	277	632	232
CALIFORNIA	187	411	770	2,874	211	1,098
COLORADO	978	702	2,216	1,427	1,410	1,455
CONNECTICUT	182	256	54	2	52	116
DELAWARE	64	63	493	80	854	591
DISTRICT OF COLUMBIA	106	24	108	68	67	145
FLORIDA	178	549	4,349	339	1,382	923
GEORGIA	592	237	327	131	196	187
HAWAII	121	220	2,727	306	370	523
IDAHO	82	69	117	22	287	102
ILLINOIS	292	537	1,678	433	279	952
INDIANA	99	271	2,152	233	336	343
IOWA	14	56	147	16	28	71
KANSAS	159	250	410	147	119	161
KENTUCKY	116	66	105	4	30	40
LOUISIANA	85	315	699	364	416	138
MAINE	28	15	52	46	20	0
MARYLAND	5	583	176	14	30	218
MASSACHUSETTS	.	381	8,114	8,114	0	698
MICHIGAN	51	193	981	512	335	412
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	24	39	207	66	32	40
MISSOURI	96	71	1,286	.	853	269
MONTANA	50	129	482	71	229	17
NEBRASKA	91	39	52	2	17	2
NEVADA	22	86	728	156	573	0
NEW HAMPSHIRE	.	24	521	0	5	81
NEW JERSEY	300	219	1,502	113	127	856
NEW MEXICO	109	669	1,079	586	1,296	232
NEW YORK	168	421	3,518	10	72	273
NORTH CAROLINA	64	834	4,187	1,013	3,037	475
NORTH DAKOTA	36	69	132	42	59	31
OHIO	93	198	1,995	372	724	654
OKLAHOMA	0	3	97	1	2	64
OREGON	39	64	494	48	.	.
PENNSYLVANIA	100	274	1,343	27	21	320
PUERTO RICO	1	687	438	224	3,018	3,193
RHODE ISLAND	49	133	733	140	10	12
SOUTH CAROLINA	18	71	538	48	644	99
SOUTH DAKOTA	26	31	109	20	22	10
TENNESSEE	277	884	1,365	494	1,159	990
TEXAS	1,060	1,300	4,979	160	1,021	1,415
UTAH	100	183	1,286	390	78	918
VERMONT	10	19	57	.	62	19
VIRGINIA	82	175	277	58	174	107
WASHINGTON	106	32	468	28	24	115
WEST VIRGINIA	372	462	1,021	382	573	122
WISCONSIN	251	160	1,242	192	249	356
WYOMING	6	93	246	101	83	72
AMERICAN SAMOA	2	1	35	2	25	25
GUAM	10	29	177	0	0	85
NORTHERN MARIANAS	8	4	29	2	17	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2	102	142	7	19	9
U.S. AND OUTLYING AREAS	7,352	13,424	58,008	20,375	21,644	19,705
50 STATES, D.C. & P.R.	7,330	13,288	57,625	20,364	21,583	19,586

Please see data notes for an explanation of individual State differences.

October 3, 1996.

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part H
December 1, 1994

STATE	NUTRITION SERVICES	OCCUPATIONAL THERAPY	PHYSICAL THERAPY	PSYCHOLOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	425	815	1,014	72	0	583
ALASKA	89	117	132	5	39	37
ARIZONA	46	1,073	1,129	14	521	0
ARKANSAS	206	363	501	238	160	383
CALIFORNIA	207	3,250	2,150	927	5,290	53
COLORADO	192	1,635	1,591	1,204	426	2,023
CONNECTICUT	20	517	645	7	0	30
DELAWARE	826	237	272	215	84	421
DISTRICT OF COLUMBIA	144	90	95	4	0	161
FLORIDA	106	1,825	2,144	440	87	1,115
GEORGIA	137	1,114	1,268	116	654	277
HAWAII	380	480	491	189	416	803
IDAHO	186	280	140	374	99	590
ILLINOIS	389	820	871	479	222	1,182
INDIANA	1,393	1,100	1,204	95	134	1,725
IOWA	21	116	184	33	15	49
KANSAS	275	524	445	162	129	358
KENTUCKY	13	444	604	45	140	103
LOUISIANA	321	522	595	10	61	97
MAINE	0	145	224	0	0	34
MARYLAND	10	1,285	1,924	87	22	74
MASSACHUSETTS	397	828	795	462	0	1,063
MICHIGAN	284	907	909	133	110	988
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	50	94	109	58	10	90
MISSOURI	21	883	914	.	.	16
MONTANA	147	174	174	54	268	75
NEBRASKA	.	357	392	24	.	22
NEVADA	96	199	280	558	0	558
NEW HAMPSHIRE	13	773	543	4	27	107
NEW JERSEY	285	1,377	1,508	189	63	2,177
NEW MEXICO	497	650	744	109	392	473
NEW YORK	45	3,969	4,147	379	211	895
NORTH CAROLINA	880	851	2,053	229	456	832
NORTH DAKOTA	103	118	71	14	37	39
OHIO	698	1,568	1,570	94	205	755
OKLAHOMA	18	237	428	14	10	14
OREGON	.	325	372	2	.	35
PENNSYLVANIA	92	2,373	2,815	282	0	998
PUERTO RICO	617	332	543	336	0	1,146
RHODE ISLAND	67	177	360	53	43	85
SOUTH CAROLINA	470	205	293	8	15	41
SOUTH DAKOTA	52	164	192	2	7	24
TENNESSEE	872	745	1,308	260	64	1,435
TEXAS	1,468	3,515	3,243	361	492	2,220
UTAH	234	776	463	50	21	270
VERMONT	30	80	115	5	27	13
VIRGINIA	123	718	1,190	23	223	177
WASHINGTON	.	439	311	129	9	168
WEST VIRGINIA	157	369	685	555	72	801
WISCONSIN	253	1,735	1,555	66	.	751
WYOMING	69	201	193	27	49	110
AMERICAN SAMOA	9	12	9	0	0	0
GUAM	9	16	28	0	0	36
NORTHERN MARIANAS	7	24	7	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	60	38	71	2	0	17
U.S. AND OUTLYING AREAS	13,509	41,981	46,013	9,198	11,310	26,529
50 STATES, D.C. & P.R.	13,424	41,891	45,898	9,196	11,310	26,476

Please see data notes for an explanation of individual State differences.

October 3, 1996.

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Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part H
December 1, 1994

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPOR-TATION	VISION SERVICES	OTHER EARLY INTERVEN-TION SERVICES
ALABAMA	624	1,016	130	303	.
ALASKA	390	137	7	76	2
ARIZONA	1,390	1,072	166	22	42
ARKANSAS	723	816	485	225	190
CALIFORNIA	19,601	2,309	1,796	190	3,496
COLORADO	1,303	1,139	186	316	2,943
CONNECTICUT	759	571	42	71	172
DELAWARE	162	352	118	32	95
DISTRICT OF COLUMBIA	22	126	151	34	62
FLORIDA	538	1,902	862	27	5,846
GEORGIA	1,529	1,269	797	72	.
HAWAII	1,232	647	589	32	410
IDAHO	437	284	94	38	876
ILLINOIS	1,978	1,288	433	248	523
INDIANA	2,604	1,374	1,137	118	132
IOWA	1,001	113	14	16	27
KANSAS	900	890	237	165	171
KENTUCKY	760	775	137	130	895
LOUISIANA	1,401	455	97	226	586
MAINE	232	307	227	0	0
MARYLAND	2,187	1,861	658	128	136
MASSACHUSETTS	1,712	893	2,109	722	0
MICHIGAN	1,856	815	391	102	1,095
MINNESOTA	.	.	.	.	.
MISSISSIPPI	190	56	70	44	29
MISSOURI	850	1,037	278	59	.
MONTANA	66	198	47	75	482
NEBRASKA	417	441	88	7	40
NEVADA	728	273	1	26	.
NEW HAMPSHIRE	498	760	41	72	902
NEW JERSEY	2,651	2,096	337	141	27
NEW MEXICO	871	829	391	479	0
NEW YORK	6,658	7,566	4,109	164	.
NORTH CAROLINA	5,503	2,013	895	802	.
NORTH DAKOTA	148	148	8	96	35
OHIO	1,496	1,830	425	65	2,265
OKLAHOMA	325	504	4	2	89
OREGON	794	383	96	166	46
PENNSYLVANIA	4,254	3,226	908	292	6,121
PUERTO RICO	17	167	6	200	0
RHODE ISLAND	349	469	297	27	33
SOUTH CAROLINA	99	153	28	77	107
SOUTH DAKOTA	271	245	148	15	18
TENNESSEE	1,669	1,511	640	270	218
TEXAS	6,307	4,714	1,717	597	583
UTAH	801	569	357	101	25
VERMONT	236	128	17	13	.
VIRGINIA	1,166	934	176	105	128
WASHINGTON	608	459	72	17	215
WEST VIRGINIA	1,439	829	488	276	205
WISCONSIN	2,455	2,577	1,272	118	.
WYOMING	272	301	169	6	49
AMERICAN SAMOA	19	14	35	6	.
GUAM	31	37	15	5	1
NORTHERN MARIANAS	18	17	2	2	137
PALAU	.	.	.	.	.
VIRGIN ISLANDS	72	64	12	7	94
U.S. AND OUTLYING AREAS	84,619	54,959	24,010	7,625	29,548
50 STATES, D.C. & P.R.	84,479	54,827	23,946	7,605	29,316

Please see data notes for an explanation of individual State differences.

October 3, 1996.

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families December 1, 1994

STATE	ALL STAFF		AUDIOLOGISTS		FAMILY THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	138	65	1	1	0	1
ALASKA	102	54	2	.	0	.
ARIZONA	171	28	0	1	1	1
ARKANSAS	964	6	5	0	0	0
CALIFORNIA	2,693	.	1	.	2	.
COLORADO	66	8	1	0	0	1
CONNECTICUT	394	88	7	4	4	4
DELAWARE	221	11	2	0	0	0
DISTRICT OF COLUMBIA	133	26	1	2	0	2
FLORIDA	186	.	10	.	12	.
GEORGIA	516	228	11	7	8	9
HAWAII	489	112	2	0	2	2
IDAHO	125	143	0	6	0	.
ILLINOIS	512	150	5	1	7	3
INDIANA	642	204	2	3	21	7
IOWA	1,312	.	55	.	0	.
KANSAS	309	70	4	2	1	6
KENTUCKY	276	103	8	3	1	4
LOUISIANA	281	75	1	1	2	2
MAINE	400	.	50	.	10	.
MARYLAND	343	6	6	.	0	.
MASSACHUSETTS	862	949	0	0	0	0
MICHIGAN	648	2	8	.	12	.
MINNESOTA	1,171	.	5	.	25	.
MISSISSIPPI	126	52	5	0	18	9
MISSOURI	173	.	1	.	.	.
MONTANA	79	2	0	0	5	0
NEBRASKA	180	1	1	0	0	0
NEVADA	72	2	1	.	.	.
NEW HAMPSHIRE	96	2	0	.	0	.
NEW JERSEY	286	19	0	0	0	0
NEW MEXICO	224	9	3	1	4	.
NEW YORK	8,552	960	123	16	.	.
NORTH CAROLINA	1,097	221	4	2	16	14
NORTH DAKOTA	28	4	0	0	0	0
OHIO	2,141	.	9	.	30	.
OKLAHOMA	144	30	2	0	0	0
OREGON	121	14	1	0	5	0
PENNSYLVANIA	1,077	111	4	1	4	1
PUERTO RICO	62	44	1	0	0	0
RHODE ISLAND	55	28	0	0	1	1
SOUTH CAROLINA	190	.	1	.	0	.
SOUTH DAKOTA	68	16	1	1	2	1
TENNESSEE	723	85	13	0	5	1
TEXAS	1,200	106	5	0	2	0
UTAH	106	13	0	0	8	1
VERMONT	40	11	0	0	0	0
VIRGINIA	440	65	4	1	6	0
WASHINGTON	189	.	11	.	4	.
WEST VIRGINIA	273	28	1	0	4	0
WISCONSIN	404	.	.	.	.	.
WYOMING	134	100	2	1	0	0
AMERICAN SAMOA	36	.	1	.	1	.
GUAM	17	2	1	0	.	.
NORTHERN MARIANAS	10	2	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	8	0	1	0	0	0
U.S. AND OUTLYING AREAS	31,306	4,254	382	54	223	70
50 STATES, D.C. & P.R.	31,235	4,249	379	54	222	69

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Please see data notes for an explanation of individual State differences.

October 3, 1996.

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1994

STATE	NURSES		NUTRITIONISTS		OCCUPATIONAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4	3	1	1	6	9
ALASKA	1	.	0	.	12	12
ARIZONA	3	1	0	0	15	2
ARKANSAS	25	0	6	0	73	2
CALIFORNIA	19	.	2	.	0	.
COLORADO	1	0	0	0	10	1
CONNECTICUT	15	1	1	0	35	24
DELAWARE	79	3	5	0	16	0
DISTRICT OF COLUMBIA	44	1	4	1	10	2
FLORIDA	33	.	1	.	1	.
GEORGIA	33	13	11	4	53	24
HAWAII	105	16	2	0	13	4
IDAHO	10	12	1	5	9	19
ILLINOIS	37	8	2	2	36	11
INDIANA	35	4	8	3	40	12
IOWA	20	.	1	.	54	.
KANSAS	22	3	9	1	19	7
KENTUCKY	27	3	6	2	17	13
LOUISIANA	1	3	0	2	11	11
MAINE	55	.	6	.	16	.
MARYLAND	26	.	0	.	23	.
MASSACHUSETTS	74	81	10	11	88	97
MICHIGAN	55	.	2	1	60	.
MINNESOTA	.	.	15	.	19	.
MISSISSIPPI	5	0	3	1	6	4
MISSOURI	4	.	0	.	22	.
MONTANA	3	0	0	0	5	0
NEBRASKA	0	0	0	0	4	0
NEVADA	1	.	3	.	3	.
NEW HAMPSHIRE	1	.	0	.	18	.
NEW JERSEY	35	7	0	0	25	3
NEW MEXICO	9	.	3	.	16	3
NEW YORK	1,412	60	101	19	861	141
NORTH CAROLINA	122	52	41	6	39	10
NORTH DAKOTA	1	0	0	0	5	1
OHIO	408	.	22	.	32	.
OKLAHOMA	9	2	0	0	10	9
OREGON	2	1	0	0	9	0
PENNSYLVANIA	22	2	1	0	85	14
PUERTO RICO	17	2	2	1	2	4
RHODE ISLAND	5	1	0	1	2	4
SOUTH CAROLINA	14	.	1	.	2	.
SOUTH DAKOTA	6	3	1	0	5	4
TENNESSEE	106	15	5	1	21	5
TEXAS	65	5	6	1	81	8
UTAH	19	1	0	0	3	3
VERMONT	4	0	2	1	3	2
VIRGINIA	29	8	9	2	28	10
WASHINGTON	15	.	1	.	32	.
WEST VIRGINIA	7	3	1	1	9	2
WISCONSIN	13	.	.	.	69	.
WYOMING	10	5	2	3	11	8
AMERICAN SAMOA	2	.	2	.	1	.
GUAM	3	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	1	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,075	318	300	70	2,043	485
50 STATES, D.C. & P.R.	3,068	316	297	70	2,040	485

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Please see data notes for an explanation of individual State differences.

October 3, 1996.

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1994

STATE	ORIENTATION AND MOBILITY SPECIALISTS		PARAPROFESSIONALS		PEDIATRICIANS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	0	1	43	6	0	0
ALASKA	12	10	8	10	0	.
ARIZONA	0	1	27	3	0	1
ARKANSAS	1	0	380	1	1	0
CALIFORNIA	0	.	905	.	.	.
COLORADO	0	0	14	1	0	0
CONNECTICUT	0	0	24	7	0	0
DELAWARE	0	0	14	0	15	1
DISTRICT OF COLUMBIA	1	1	24	1	5	1
FLORIDA	0	.	10	.	10	.
GEORGIA	4	7	101	22	23	25
HAWAII	0	0	181	41	1	0
IDAHO	0	.	22	22	1	.
ILLINOIS	1	0	54	10	15	2
INDIANA	4	4	124	19	8	6
IOWA	1	.	0	.	0	.
KANSAS	0	2	67	12	6	3
KENTUCKY	2	7	8	2	11	1
LOUISIANA	0	1	46	5	0	0
MAINE	2	.	26	.	14	.
MARYLAND	2	.	34	.	2	.
MASSACHUSETTS	0	0	90	99	1	1
MICHIGAN	1	.	35	.	3	.
MINNESOTA	.	.	510	.	.	.
MISSISSIPPI	10	9	5	1	0	0
MISSOURI	.	.	.	.	1	.
MONTANA	0	0	9	1	0	0
NEBRASKA	0	0	68	0	0	0
NEVADA	1	.	8	.	2	0
NEW HAMPSHIRE	0	.	17	.	0	.
NEW JERSEY	0	0	24	1	1	0
NEW MEXICO	0	.	42	2	3	.
NEW YORK	23	8	365	78	.	.
NORTH CAROLINA	1	3	169	14	21	3
NORTH DAKOTA	0	0	1	0	0	0
OHIO	0	.	151	.	0	.
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	22	4	0	0
PENNSYLVANIA	6	2	130	12	1	0
PUERTO RICO	0	0	21	21	4	0
RHODE ISLAND	0	0	15	0	0	0
SOUTH CAROLINA	0	.	26	.	1	.
SOUTH DAKOTA	0	1	15	0	1	1
TENNESSEE	2	0	137	9	8	1
TEXAS	1	0	277	28	6	0
UTAH	0	0	23	1	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	3	1	49	4	7	1
WASHINGTON	0	.	15	.	8	.
WEST VIRGINIA	0	0	55	5	2	0
WISCONSIN	.	.	76	.	.	.
WYOMING	9	7	10	14	0	0
AMERICAN SAMOA	0	.	1	.	4	.
GUAM	.	.	2	0	.	.
NORTHERN MARIANAS	0	0	6	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	86	65	4,486	453	188	48
50 STATES, D.C. & P.R.	86	65	4,477	453	184	48

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Please see data notes for an explanation of individual State differences.
October 3, 1996.

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families December 1, 1994

STATE	PHYSICAL THERAPISTS		PHYSICIANS, OTHER THAN PEDIATRICIANS		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	8	8	0	0	2	1
ALASKA	9	.	0	.	0	.
ARIZONA	16	2	0	1	2	1
ARKANSAS	107	1	7	0	1	0
CALIFORNIA	0	.	9	.	23	.
COLORADO	3	1	0	0	2	1
CONNECTICUT	52	23	1	0	4	1
DELAWARE	25	2	0	0	4	1
DISTRICT OF COLUMBIA	9	2	0	1	1	2
FLORIDA	4	.	1	.	20	.
GEORGIA	50	23	19	19	13	9
HAWAII	8	4	0	0	2	0
IDAHO	3	26	1	.	4	6
ILLINOIS	34	13	0	0	6	3
INDIANA	49	19	19	3	3	3
IOWA	35	.	0	.	324	.
KANSAS	23	8	4	3	9	1
KENTUCKY	34	16	1	4	3	2
LOUISIANA	8	9	4	0	6	2
MAINE	28	.	7	.	0	.
MARYLAND	29	0	0	.	7	.
MASSACHUSETTS	85	94	0	0	49	54
MICHIGAN	50	.	9	.	19	.
MINNESOTA	85	.	.	.	18	.
MISSISSIPPI	6	6	0	0	4	2
MISSOURI	23	.	2	.	.	.
MONTANA	4	0	0	0	0	0
NEBRASKA	4	1	0	0	0	0
NEVADA	4	.	.	.	5	0
NEW HAMPSHIRE	12	.	0	.	2	1
NEW JERSEY	27	2	0	0	4	0
NEW MEXICO	13	2	2	.	2	.
NEW YORK	938	127	270	14	488	74
NORTH CAROLINA	31	7	5	1	58	6
NORTH DAKOTA	0	1	0	0	0	0
OHIO	43	.	0	.	86	.
OKLAHOMA	20	5	0	0	4	0
OREGON	7	1	0	0	1	0
PENNSYLVANIA	85	12	1	0	11	2
PUERTO RICO	2	4	0	0	2	1
RHODE ISLAND	5	6	0	0	2	0
SOUTH CAROLINA	2	.	0	.	0	.
SOUTH DAKOTA	5	4	1	0	0	1
TENNESSEE	39	11	19	2	4	7
TEXAS	58	7	0	0	3	0
UTAH	5	0	0	0	0	0
VERMONT	4	2	0	0	1	1
VIRGINIA	44	10	2	0	5	1
WASHINGTON	12	.	5	.	2	.
WEST VIRGINIA	14	4	1	0	5	1
WISCONSIN	58	.	.	.	.	.
WYOMING	0	0	4	2	3	4
AMERICAN SAMOA	2	.	3	.	1	.
GUAM	1	0	.	.	1	0
NORTHERN MARIANAS	0	1	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,222	462	395	51	1,216	189
50 STATES, D.C. & P.R.	2,216	462	392	51	1,214	189

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Please see data notes for an explanation of individual State differences.
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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1994

STATE	SOCIAL WORKERS		SPECIAL EDUCATORS		SPEECH AND LANGUAGE PATHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	12	8	39	11	9	11
ALASKA	4	.	30	10	12	12
ARIZONA	12	1	32	0	22	3
ARKANSAS	10	0	97	0	156	2
CALIFORNIA	2	.	1,423	.	0	.
COLORADO	2	1	19	0	9	2
CONNECTICUT	16	3	131	4	51	16
DELAWARE	17	3	13	0	21	0
DISTRICT OF COLUMBIA	7	3	10	2	11	3
FLORIDA	29	.	11	.	7	.
GEORGIA	36	13	70	23	59	23
HAWAII	41	15	29	7	11	7
IDAHO	12	3	30	28	12	17
ILLINOIS	30	13	158	32	49	16
INDIANA	50	16	168	16	47	16
IOWA	280	.	91	.	450	.
KANSAS	17	5	78	7	35	8
KENTUCKY	19	1	61	27	53	14
LOUISIANA	13	7	141	15	17	12
MAINE	40	.	15	.	46	.
MARYLAND	28	1	135	5	51	.
MASSACHUSETTS	113	124	182	200	95	105
MICHIGAN	62	.	182	.	74	1
MINNESOTA	200	.	100	.	182	.
MISSISSIPPI	10	6	30	7	13	8
MISSOURI	0	.	57	.	26	.
MONTANA	1	0	1	0	5	0
NEBRASKA	0	0	79	0	24	0
NEVADA	6	.	24	.	10	1
NEW HAMPSHIRE	1	1	22	1	20	.
NEW JERSEY	49	3	72	1	48	1
NEW MEXICO	14	.	27	1	23	1
NEW YORK	836	97	1,930	131	1,205	197
NORTH CAROLINA	126	34	208	19	70	13
NORTH DAKOTA	2	0	8	3	5	0
OHIO	264	.	782	.	156	.
OKLAHOMA	0	0	8	0	37	11
OREGON	1	1	38	4	17	1
PENNSYLVANIA	43	9	368	21	120	20
PUERTO RICO	3	5	0	0	5	3
RHODE ISLAND	3	6	11	4	5	5
SOUTH CAROLINA	1	.	139	.	5	.
SOUTH DAKOTA	1	0	13	1	8	1
TENNESSEE	50	3	111	2	60	17
TEXAS	87	3	423	11	110	19
UTAH	2	1	17	3	8	3
VERMONT	2	1	11	2	5	2
VIRGINIA	57	2	71	9	52	9
WASHINGTON	9	.	45	.	20	.
WEST VIRGINIA	39	3	83	1	24	6
WISCONSIN	.	.	95	.	94	.
WYOMING	10	4	37	20	25	20
AMERICAN SAMOA	3	.	9	.	2	.
GUAM	3	1	2	0	2	0
NORTHERN MARIANAS	1	0	1	0	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	1	0
U.S. AND OUTLYING AREAS	2,674	394	7,662	628	3,682	604
50 STATES, D.C. & P.R.	2,667	393	7,649	628	3,677	603

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1994

	OTHER --PROFESSIONAL STAFF--	
STATE	EMPLOYED	NEEDED
ALABAMA	14	4
ALASKA	11	.
ARIZONA	42	11
ARKANSAS	98	0
CALIFORNIA	306	.
COLORADO	6	1
CONNECTICUT	54	0
DELAWARE	10	1
DISTRICT OF COLUMBIA	8	3
FLORIDA	37	.
GEORGIA	26	8
HAWAII	94	14
IDAHO	20	0
ILLINOIS	77	36
INDIANA	64	73
IOWA	.	.
KANSAS	15	2
KENTUCKY	24	4
LOUISIANA	33	7
MAINE	85	.
MARYLAND	0	.
MASSACHUSETTS	75	83
MICHIGAN	74	0
MINNESOTA	12	.
MISSISSIPPI	12	0
MISSOURI	38	.
MONTANA	44	0
NEBRASKA	0	0
NEVADA	4	.
NEW HAMPSHIRE	3	.
NEW JERSEY	0	0
NEW MEXICO	63	.
NEW YORK	0	0
NORTH CAROLINA	188	36
NORTH DAKOTA	6	0
OHIO	158	.
OKLAHOMA	54	3
OREGON	19	1
PENNSYLVANIA	196	14
PUERTO RICO	3	3
RHODE ISLAND	6	1
SOUTH CAROLINA	0	.
SOUTH DAKOTA	10	0
TENNESSEE	144	10
TEXAS	378	25
UTAH	22	1
VERMONT	9	1
VIRGINIA	73	8
WASHINGTON	10	.
WEST VIRGINIA	28	3
WISCONSIN	.	.
WYOMING	13	12
AMERICAN SAMOA	4	.
GUAM	2	0
NORTHERN MARIANAS	0	0
PALAU	.	.
VIRGIN ISLANDS	1	0
U.S. AND OUTLYING AREAS	2,672	364
50 STATES, D.C. & P.R.	2,665	364

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

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October 3, 1996.

Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H

December 1, 1994

STATE	EARLY INTERVENTION CLASSROOM	FAMILY CHILD CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY
ALABAMA	223	11	224	5	325
ALASKA	17	2	358	.	1
ARIZONA	489	24	1,047	0	51
ARKANSAS	666	18	609	7	244
CALIFORNIA	10,594	.	10,537	.	.
COLORADO	692	3	378	1,129	454
CONNECTICUT	190	8	1,240	2	120
DELAWARE	554	4	1,370	2	2,769
DISTRICT OF COLUMBIA	133	0	1	38	32
FLORIDA	720	8	2,656	551	2,808
GEORGIA	589	71	1,074	8	1,176
HAWAII	305	6	3,291	12	138
IDAHO	318	1	507	5	30
ILLINOIS	3,005	49	3,872	0	26
INDIANA	1,352	104	2,148	62	377
IOWA	81	7	438	.	17
KANSAS	249	35	741	6	108
KENTUCKY	451	0	530	27	253
LOUISIANA	386	16	1,438	19	515
MAINE	0	0	395	21	27
MARYLAND	1,497	35	1,663	6	486
MASSACHUSETTS	.	.	8,114	.	.
MICHIGAN	966	18	2,109	30	49
MINNESOTA	.	.	.	.	.
MISSISSIPPI	124	0	149	0	26
MISSOURI	443	8	1,114	4	291
MONTANA	2	0	454	5	14
NEBRASKA	250	.	462	11	4
NEVADA	408	.	314	2	1
NEW HAMPSHIRE	134	16	616	0	0
NEW JERSEY	2,229	18	416	7	207
NEW MEXICO	275	7	1,051	19	39
NEW YORK	4,405	57	4,542	20	217
NORTH CAROLINA	935	127	3,455	0	25
NORTH DAKOTA	0	10	194	0	5
OHIO	2,935	5	3,065	45	177
OKLAHOMA	64	16	1,321	26	130
OREGON	207	18	634	3	13
PENNSYLVANIA	2,679	7	3,508	187	211
PUERTO RICO	.	.	.	.	4,183
RHODE ISLAND	218	14	684	0	4
SOUTH CAROLINA	50	4	1,058	15	378
SOUTH DAKOTA	108	6	190	1	42
TENNESSEE	849	11	640	84	1,409
TEXAS	3,891	124	4,645	11	36
UTAH	505	17	997	0	0
VERMONT	11	10	257	0	19
VIRGINIA	563	16	1,105	5	377
WASHINGTON	497	9	305	3	38
WEST VIRGINIA	325	12	999	1	162
WISCONSIN	1,510	37	1,181	11	494
WYOMING	84	11	188	8	8
AMERICAN SAMOA	15	.	.	4	9
GUAM	27	2	101	44	0
NORTHERN MARIANAS	0	0	31	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
U.S. AND OUTLYING AREAS	47,220	982	78,416	2,446	18,525
50 STATES, D.C. & P.R.	47,178	980	78,284	2,398	18,516

The sum of the individual age-year data may no equal total settings data because some States could not provide age-year data.

Please see data notes for an explanation of individual State differences.

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Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H
December 1, 1994

STATE	REGULAR NURSERY SCHOOL/ CHILD CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	43	5	.	836
ALASKA	3	2	7	390
ARIZONA	21	3	140	1,775
ARKANSAS	97	1	.	1,642
CALIFORNIA	.	.	.	21,131
COLORADO	16	0	787	3,459
CONNECTICUT	89	0	254	1,903
DELAWARE	47	3	210	4,959
DISTRICT OF COLUMBIA	0	0	0	204
FLORIDA	189	10	173	7,115
GEORGIA	236	1	84	3,235
HAWAII	3	0	128	3,883
IDAHO	3	0	5	869
ILLINOIS	94	8	883	7,937
INDIANA	107	13	32	4,195
IOWA	18	.	.	561
KANSAS	45	.	34	1,218
KENTUCKY	47	0	6	1,314
LOUISIANA	44	1	214	2,633
MAINE	228	0	9	680
MARYLAND	32	0	75	3,794
MASSACHUSETTS	.	.	.	8,114
MICHIGAN	7	1	418	3,598
MINNESOTA	.	.	.	.
MISSISSIPPI	6	0	22	327
MISSOURI	25	.	401	2,286
MONTANA	6	0	1	482
NEBRASKA	10	.	.	737
NEVADA	3	.	.	728
NEW HAMPSHIRE	16	0	8	790
NEW JERSEY	42	18	91	3,028
NEW MEXICO	7	2	80	1,480
NEW YORK	190	12	18	9,461
NORTH CAROLINA	1,398	0	57	5,997
NORTH DAKOTA	1	0	0	210
OHIO	16	6	269	6,518
OKLAHOMA	24	3	103	1,687
OREGON	40	12	82	1,009
PENNSYLVANIA	84	9	24	6,709
PUERTO RICO	.	.	.	4,183
RHODE ISLAND	66	0	0	986
SOUTH CAROLINA	18	0	68	1,591
SOUTH DAKOTA	8	2	2	359
TENNESSEE	87	0	76	3,156
TEXAS	672	6	67	9,452
UTAH	41	0	0	1,560
VERMONT	16	0	1	314
VIRGINIA	11	0	9	2,086
WASHINGTON	11	0	5	868
WEST VIRGINIA	35	3	1	1,538
WISCONSIN	78	1	9	3,321
WYOMING	19	0	8	326
AMERICAN SAMOA	0	0	7	35
GUAM	3	0	0	177
NORTHERN MARIANAS	0	0	0	31
PALAU	.	.	.	.
VIRGIN ISLANDS	.	.	.	.
U.S. AND OUTLYING AREAS	4,302	122	4,868	156,881
50 STATES, D.C. & P.R.	4,299	122	4,861	156,638

The sum of the individual age-year data may no equal total settings data because some States could not provide age-year data.

Please see data notes for an explanation of individual State differences.

October 1, 1996.

NOTES FOR APPENDIX A

Notes to the tables found in Appendix A contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. Please note that counts of infants and toddlers receiving early intervention services according to an individualized family service plan include all children served, whether or not Part H monies are used to provide the services. For ease of reporting, these counts are referred to throughout as infants and toddlers served under Part H. The chart below summarizes differences in collecting and reporting of Part B data for 11 States. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, personnel, and exiting collections. Additional notes on how States reported Part B and Part H data for specific data collections follow this chart.

Table A-1
State Reporting Patterns for IDEA, Part B Child Count Data 1995-96, Other Data 1994-95

	Differences from OSEP Reporting Categories Where H = Reported in the hearing impairments category O = Reported in the orthopedic impairments category P = Reported in the primary disability category R = Reported in other disability categories			
States	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P[1]			
Michigan		O	H	R
Mississippi		O		
North Dakota	P			
Oregon	P[2]			
West Virginia	P			
Wyoming	P		H	

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[1] While Illinois reported all students with multiple disabilities under their primary disability, it reported some teachers of students with multiple disabilities.

[2] On the exiting data table, Oregon used the multiple disability category to report students without a valid disability code.

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Tables AA1 - AA14: Part B Child Count

NOTE: Twenty-four States suggested the increases in their counts of students with other health impairments were due to increases in the identification and inclusion of students with attention deficit disorder and attention deficit hyperactivity disorders. These States include:

Alabama
Arizona
Arkansas
Colorado
Connecticut
Georgia
Idaho
Kansas
Louisiana
Maine
Maryland
Minnesota
Missouri
New Hampshire
New York
North Carolina
Oklahoma
Rhode Island
South Carolina
Tennessee
Vermont
Virginia
Washington
West Virginia

California -- The State indicated that the increase in the number of students with autism and traumatic brain injury from 1994-95 to 1995-96 was due to the reclassification of students into these categories during their periodic review and re-evaluation.

Florida -- The State suspected that the increase in the number of students with autism from 1994-95 to 1995-96 was a result of the establishment of autism centers to assist districts in identifying students with autism.

Indiana -- The State said that the increases in the number of students with autism, other health impairments, and orthopedic impairments from 1994-95 to 1995-96 were a result of improvements in its data collection system.

Kentucky -- The State indicated that the increase in the number of students with other health impairments from 1994-95 to 1995-96 was due to the revision of the identification criteria for students with disabilities.

Maryland -- The State indicated that the increase in the number of students with autism was due to better identification of students with this disability and to the continuing reclassification of students as they are re-evaluated.

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

New York -- The State thought that the increase in the number of students with traumatic brain injury from 1994-95 to 1995-96 was the result of the reclassification of students during their triennial re-evaluation. New York attributed the increase in the number of students with autism from 1994-95 to 1995-96 to better identification and service provision at the local level.

North Carolina -- The State noted that the increase in the number of students with multiple disabilities was due to the first-time reporting of students who were served in community residential facilities; these facilities serve students with severe impairments.

Oregon -- The State indicated that the increase in the number of children ages 3-5 from 1994-95 to 1995-96 was due to an increase in early intervention identification.

Pennsylvania -- The State noted that it does not identify students by disability category on their IEPs. Rather, students are identified according to their needs. Students are only assigned to a disability category at the district level for purposes of Federal reporting. Hence, the State thinks that the changes in the disability categories were more reflective of variations in local reporting practices than the nature of the population being served.

South Carolina -- The State indicated that the increase in the number of students with other health impairments and multiple disabilities from 1994-95 to 1995-96 was due to improved reporting. The other health impairments and multiple disabilities are only used for Federal reporting, and the districts are beginning to report more accurate data in these categories.

Wisconsin -- The State indicated that differences between the 1993-94 and 1994-95 child count data were primarily due to a change to reporting students exclusively by their primary disability condition. In prior years, students were reported either by their primary disability condition or in the multiple disability category.

Tables AB1 - AB8: Part B Educational Environments

Alabama -- The State indicated that the increase from 1993-94 to 1994-95 in parent-initiated private school placements was due to increased services to preschool children in private day care and preschool programs.

Alaska -- The State indicated that the decrease in the number of students served in correctional facilities and the increase in parent-initiated private school placements from 1993-94 to 1994-95 were probably a result of Alaska's not having a computerized student record system that associated placements with students.

Arizona -- The State indicated that the increase in regular class placements from 1993-94 to 1994-95 was due to improved reporting; the decrease in private residential facility placements was due to increased efforts by the State to serve students in their home schools.

Arkansas -- The State indicated that the increase in private separate facility placements from 1993-94 to 1994-95 was due to a significant increase in the number of preschool children served in these facilities.

Colorado -- The State indicated that the changes in placement data from 1993-94 to 1994-95, which reflected an increase in regular class and decreases in resource room and separate class placements, were due to the use of new placement categories that more closely reflected the Federal categories.

Florida -- The State thought that the increase in homebound/hospital placements from 1993-94 to 1994-95 was due to the reporting of 3- through 5-year-old children served by Children's Medical Services in this placement.

Georgia -- The State provided the following explanations for changes in the data from 1993-94 to 1994-95: (1) the decrease in public residential facility placements was a result of a State rule adopted January 1994 that encouraged serving children in local school districts rather than in public residential facilities, and (2) the decrease in homebound/hospital placements was due to clarification of the definition of this placement (i.e., homebound/hospital for reasons of illness or injury versus psychiatric hospitalization at State-operated facilities).

Iowa -- The State indicated that the increase from 1993-94 to 1994-95 in resource room placements was a result of a study of placement categories in the State. The study resulted in many students being reported in less restrictive settings.

Massachusetts -- The State attributed the increase from 1993-94 to 1994-95 in private residential facility placements to improvements in data collection and reporting. Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Michigan -- The State indicated that the increase in homebound/hospital placements from 1993-94 to 1994-95 was due to the reporting of preschool children in this category; preschool children were previously reported under separate class. Michigan attributed the increase from 1993-94 to 1994-95 in public separate school placements to more accurate reporting of preschool data.

Mississippi -- The State thought that the increase from 1993-94 to 1994-95 in public residential facility placements was because the 1993-94 report was compiled from an incomplete data set whereas the 1994-95 report was based on complete data. Mississippi indicated that corrected 1993-94 data were not available.

Missouri -- The State provided the following explanations: (1) the increase from 1993-94 to 1994-95 in parent-initiated private school placements was due to large increases in private and parochial enrollments, and (2) the decrease from 1993-94 to 1994-95 in public separate school facility placements was due to an emphasis on serving students in less restrictive environments.

Nebraska -- The State indicated that the increase from 1993-94 to 1994-95 in public separate school facility placements was due to clarification of definitions and other refinements in reporting.

Nevada -- The State indicated that the increase from 1993-94 to 1994-95 in the number of regular class placements was a result of policies and practices encouraging service delivery in the regular classroom. Another factor that contributed to the data changes was that the Clark County School District undertook a major effort to conduct individual verifications of the accuracy of placement category reporting. The decrease from 1993-94 to 1994-95 in the homebound/hospital placements was a result of better reporting; the information for the 1994-95 school year was based on individual student record data bases whereas the previous information was extrapolated based on staff assignments.

New York -- The State indicated that the increase from 1993-94 to 1994-95 in parent-initiated placements was due to clarification of the instructions in the data collection instruments. New York attributed the decrease from 1993-94 to 1994-95 in private separate school facilities to efforts to serve children in the least restrictive settings.

North Carolina -- The State indicated that the decrease from 1993-94 to 1994-95 in private residential placements was due to a shift towards serving more students in local school districts.

Ohio -- The State indicated that the decrease from 1993-94 to 1994-95 in public separate school facility placements was a result of the State's decision to phase out separate facilities and serve children in regular school buildings.

Pennsylvania -- The State attributed the decrease in parent-initiated private school placements to better reporting.

Puerto Rico -- The State indicated that the decrease from 1993-94 to 1994-95 in separate class placements was due to more children receiving services in resource rooms.

Tennessee -- The State attributed the increase in resource room placements to a general increase in the number of children served.

Texas -- The State provided the following explanations: (1) there was no discernible reason for the decrease from 1993-94 to 1994-95 in the public residential facility placements, (2) the increase in correctional facility placements was probably due to better reporting since the prior year data were not verified and hence could have been erroneous, and (3) the increase from 1993-94 to 1994-95 in parent-initiated private school placements was due to the prior year's data being estimated whereas the current data were extracted from a database of private school data.

Utah -- The State indicated that the decrease from 1993-94 to 1994-95 in public residential facility placements was due to movement of students from public residential facilities (especially from the State school for students with deaf-blindness) into local public schools and that the increase from 1993-94 to 1994-95 in correctional facility placements was the result of the opening of a new facility.

Tables AC1 - AC4: Part B Personnel

Alabama -- The State provided the following explanations for the year-to-year changes: (1) the increase from 1993-94 to 1994-95 in the number of teachers employed to serve preschoolers was due to the success of the State's Child Find efforts with an attendant increase in the preschool population, (2) the increase from 1993-94 to 1994-95 in the number of physical education teachers employed was due to a greater emphasis on the provision of adaptive physical education services, (3) the increase from 1993-94 to 1994-95 in the number of counselors employed was due to greater emphasis at the State level on the provision of counseling services, and to increased funding for counselors, and (4) the increase from 1993-94 to 1994-95 in the number of nonprofessional staff was due to the use of more aides to assist in serving students in regular classes.

Alaska -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of diagnostic and evaluation staff employed and the decrease from 1993-94 to 1994-95 in the number of teacher aides needed resulted from the economic downturn in the State.

Arizona -- The State provided the following explanations: (1) the increase from 1993-94 to 1994-95 in the number of supervisors/administrators employed was probably due to the reinstatement of personnel who were previously released due to budgetary constraints, (2) the increase from 1993-94 to 1994-95 in the number of nonprofessional staff employed was due to an increase in the population being served and to the use of more support staff in the provision of special education, and (3) the decrease from 1993-94 to 1994-95 in the number of teachers needed to serve children ages 6-21 was probably due to inclusion, which has resulted in more children being served by regular education teachers and special education aides.

Arkansas -- The State indicated that the increase from 1993-94 to 1994-95 in the number of occupational therapists and physical therapists needed was a result of the 1994 compliance monitoring of the Arkansas Department of Education, which determined that Arkansas needed to provide more related services.

California -- The State indicated that the increase from 1993-94 to 1994-95 in the number of teachers needed to serve children ages 6-21 and the increase from 1993-94 to 1994-95 in the number of nonprofessional staff was due to an increase in the number of students. The State noted that many teachers on waivers or with emergency certificates were hired to meet the increased need.

Colorado -- The State indicated that the increase from 1993-94 to 1994-95 in the number of nonprofessional staff employed was due to refinements in the personnel classification schema; the State added a new category of nonclassified staff that included personnel who had previously been reported in other professional staff. Colorado stated that the increase from 1993-94 to 1994-95 in the number of teacher aides needed was also a result of improvements in reporting. In previous years, personnel with temporary teacher eligibility were reported as fully certified, whereas in the current year they were reported as not-fully certified.

Florida -- The State indicated that the decline from 1993-94 to 1994-95 in the number of vocational and physical education teachers employed to provide services to students with disabilities was the result of more inclusive programs where these students are no longer served in segregated settings with teachers who were employed to provide services only to students with disabilities. Conversely, the increase from 1993-94 to 1994-95 in the number of other professional staff was the result of the need for additional support personnel to help facilitate placement in more inclusive settings for students with disabilities. These personnel include staffing specialist and support facilitators. The increase from 1993-94 to 1994-95 in the number of interpreters employed was due to the increase in the number of students with hearing impairments.

Georgia -- The State provided the following explanations. First, the decrease from 1993-94 to 1994-95 in the number of audiologists employed was due to improvements in reporting; it appears that some districts overreported during the prior year. The State did not submit revised data for the previous year. Second, the increase from 1993-94 to 1994-95 in the number of counselors was due to three metropolitan school districts reporting an increase of 412 counselors; Georgia cannot confirm the accuracy of this increase. Third, the increase in the number of rehabilitation counselors was due to more districts taking advantage of a program that provided matching funds to hire rehabilitation counselors.

Hawaii -- The State reported that the increase from 1993-94 to 1994-95 in the number of counselors employed was the result of an actual increase in the number of counselors employed and some reclassification of staff from the other professional staff category.

Indiana -- The State indicated that the increase from 1993-94 to 1994-95 in the number of interpreters employed was a result of more students with hearing impairments being served in regular classrooms.

Iowa -- The State indicated that the increase from 1993-94 to 1994-95 in the number of other professional staff employed was due to better reporting of data from correctional and State-operated facilities. Iowa noted that the increase from 1993-94 to 1994-95 in total staff employed was due to the first-time reporting of speech pathologists and to an increase in the number of teacher aides employed.

Kentucky -- The State indicated that the differences between the 1993-94 and the 1994-95 data were due to only partial data being reported in 1993-94, whereas the 1994-95 figures represent more complete data.

Maryland -- The State provided the following explanations: (1) the increase from 1993-94 to 1994-95 in the number of teacher aides was due to the State's emphasis on inclusion, which resulted in a need for more aides in the classroom; (2) the increase from 1993-94 to 1994-95 in the number of psychologists was a result of better data collection, (3) the decrease from 1993-94 to 1994-95 in the number of other professional staff was due to better reporting and the separate reporting of speech pathologists, and (4) the decrease from 1993-94 to 1994-95 in the number of nonprofessional staff was due to better reporting.

Massachusetts -- The State is prohibited by State law from collecting data by disability condition. The State reported all teachers as serving students in cross-categorical classrooms.

Michigan -- The State said that the decrease from 1993-94 to 1994-95 in the number of physical therapists employed was because districts were contracting with hospitals for these services; districts only contracted for exactly what they needed.

Minnesota -- The State indicated that the increase from 1993-94 to 1994-95 in the number of nonprofessional staff employed was a result of increased inclusion. Schools districts determined that hiring nonprofessional local staff to assist teachers was more cost-effective.

Mississippi -- The State indicated that the decrease from 1993-94 to 1994-95 in number of teachers and the increase in nonprofessional staff were probably a result of better reporting. The State noted that more staff were available to collect and process data in 1994-95 than in previous years. Furthermore, the 1994-95 data were subjected to more data checks than previous data. Mississippi thought that programming changes related to the inclusion of students with specific learning disabilities also contributed to the decrease in the number of teachers employed and needed. Similarly, the State thought that the increase from 1993-94 to 1994-95 in the number of nonprofessional staff was probably partially due to the category not being very well-defined.

Montana -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of teacher aides employed and the increase from 1993-94 to 1994-95 in the number of nonprofessional staff employed was because some nonprofessional staff (mobility, medical, transportation, lunchroom, and behavioral aides) were reported in the teacher aides category in 1993-94. In 1994-95 they were reported under other nonprofessional staff.

Nevada -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of diagnostic and evaluation staff and the increase from 1993-94 to 1994-95 in the number of other professional staff was due to the fact that the Clark County School District decided to report staff who performed diagnostic/evaluative services under the category of other professional staff. In the previous year, these staff members were reported in the diagnostic/evaluation category.

New Hampshire -- The State thought that the decrease from 1993-94 to 1994-95 in the number of counselors employed was due to overreporting in the past, when some districts reported the number of counselors rather than the full-time equivalency of counselors.

New Jersey -- The State indicated that the New Jersey Department of Education collects most of the personnel data from the Certificated Staff Report. Verification of the data is limited and results in year-to-year variation in some categories, such as vocational special education, physical education, and diagnostic and evaluation staff.

New Mexico -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of occupational therapists employed may be related to the creation of a new licensed position of certified occupational therapy assistant.

New York -- The State attributed the increase in personnel to the implementation of new data procedures and forms and to the expansion of personnel categories. New York noted that the current data were collected from all service providers, whereas previously data were only collected from public schools.

Ohio -- The State indicated that the increase from 1993-94 to 1994-95 in the number of diagnostic and evaluation staff was due to increased service provision at the regional level. Ohio indicated that the decrease from 1993-94 to 1994-95 in the number of physical therapists employed was due to the fact that physical therapists prefer not to work in the school system because they are better compensated by private industry. The State did not report counts of teachers employed to serve students with other health impairments. Teachers of students with other health impairments were reported in the orthopedic impairment category.

Oklahoma -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of counselors employed was due to assistance provided to districts to help them report only the full-time equivalency of counselors serving special education students. The increase from 1993-94 to 1994-95 in the number of other professional staff employed was primarily due to an increase in the number of job coaches employed to improve the transition services provided by schools. Other categories that contributed to the increase include certified occupational therapy assistants, physical therapy assistants, and nurses.

Oregon -- The State indicated that the data changes from 1993-94 to 1994-95 were due to refinements in data collection that led to improvements in data accuracy.

Puerto Rico -- The State indicated that the increase in the number of physical education teachers employed and needed was because State-funded vocational education teachers were not included on the previous report.

South Carolina -- The State indicated that increase from 1993-94 to 1994-95 in the number of teachers employed to serve children ages 3-5 was due to an increase in the population.

Texas -- The State thought that data changes were due to problems reported in the previous year. Corrected data were not provided for that year.

Wisconsin -- The State provided the following explanations for changes in the data from 1993-94 to 1994-95: (1) many of the changes in the personnel data are attributable to a modification of the data system, (2) the decrease in the number of teachers employed to serve children ages 6-21 was probably the result of more accurate reporting in full-time equivalents, and (3) the increase in the total number of personnel employed was primarily due to the first-time reporting of speech pathologists in this category.

Wyoming -- Wyoming suspects that the increase in the number of interpreters employed may be due to the reporting of sign language-trained aides in this category.

Tables AD1 - AD3: Part B Exiting

For individual States, percentages of students exiting in low-incidence disability categories may sum to more than 100 percent. This is due to the fact that exit data are collected over a 12-month period, while child count data are collected for a single day, December 1. As a result, students ages 14-21 who enter special education after December 1, and exit prior to December 1, may appear in the numerator (exiters) but not in the denominator (child count).

Arizona -- The State indicated that the increase from 1993-94 to 1994-95 in the number of students who exited was a result of more accurate reporting. The 1993-94 exiting data were not collected over an entire school year because this was a transition year for the State data collection. The 1994-95 data represent data collected over 12 months.

California -- The State indicated that the increase from 1993-94 to 1994-95 in the number of students who exited in the "return to regular education," "moved, known to be continuing," and "moved, not known to be continuing" categories was due to the elimination of the "Other" category and to an overall increase in the number of students.

Colorado -- The State indicated that the increase from 1993-94 to 1994-95 in the number of students who exited was because the prior years' figures did not represent a full year of data, whereas the current year does. Colorado noted that the State was unable to report a full year of data last year because the State was changing data systems.

Florida -- The State provided the following: (1) the decrease from 1993-94 to 1994-95 in the number of students with other health impairments that moved and were known to be continuing was because the prior year's data included hospital/homebound students [a disability category in Florida], whereas the current year's data did not, (2) the increase from 1993-94 to 1994-95 in the number of students with specific learning disabilities who dropped out was due to improvements in reporting, and (3) the increase from 1993-94 to 1994-95 in the number of students who returned to regular education was due to improvements in reporting--the State noted that this was only the second year that these data had been collected.

Georgia -- The State noted that most of the increase from 1993-94 to 1994-95 in the number of students who returned to regular education and in the number of students who moved and were known to be continuing occurred among students with serious emotional disturbance. Georgia noted that many of these students were served in State psychiatric institutions, which traditionally have had high turnover rates, with students either returning to regular education or to their home district.

Idaho -- The State suspects that the increase from 1993-94 to 1994-95 in the total number of students who exited was a result of improvements in reporting. The State noted that the 1994-95 school year was only the second year that exiting data were collected through its data management system; previously, these data were collected through telephone calls.

Indiana -- The State indicated that the increase from 1993-94 to 1994-95 in the number of students who exited special education was the result of improvements in data collection procedures.

Iowa -- The State indicated that the increase in the number of students who exited was due to improved reporting.

Massachusetts -- The State did not collect data for "graduation through certificate or completion of IEP requirement" because all students graduate with diplomas. Massachusetts is prohibited by State law from collecting data by disability. Assignment to disabilities categories is based on a formula.

Michigan -- The State indicated that the increase from 1993-94 to 1994-95 in the number of students who exited was due to improved accuracy in reporting.

Minnesota -- The State thought that the increase from 1993-94 to 1994-95 in the number of students who exited through reaching maximum age for service was because adult service agencies encourage the parents of these students to keep them in school until age 22 in order to reduce the burden on these agencies.

New Jersey -- The State attributed the decrease from 1993-94 to 1994-95 in the number of students who exited through the moved, known to be continuing and dropped out bases of exit to the nature of their data collection. New Jersey collects exiting data from a stratified sample of 50 percent of the school districts based on enrollment that includes all districts having more than 25,000 pupils. The data are compiled from summary district reports with no option for independent verification. Variations from year to year may be attributed to the difficulties districts encounter in the definition of "moved, known to be continuing." Although the recordkeeping for dropouts is easier, districts still have some difficulty in tracking these data and reporting them systematically. The State did not collect data for "graduation through certification or completion/fulfillment of IEP requirement" because all students who graduate receive a diploma.

Ohio -- The State combined exiting data for the other health impairments and orthopedic impairments categories. The data were presented under the orthopedic impairments category.

Oklahoma -- The State provided the following explanations for the increase from 1993-94 to 1994-95 in the number of students with learning disabilities who dropped out: (1) there has been a significant increase in the number of regular and special education students who were pulled out of school to be home-schooled by their parents, (2) there has been an increase in the number of students with learning disabilities who have entered the juvenile justice system, and (3) the dropout figures include students who left school to pursue full-time employment. The State noted that the dropout rate for students with learning disabilities (2.6 percent) was lower than the dropout rates for all students (5.5 percent) in grades 9-12.

Pennsylvania -- The State indicated that graduation with a certificate was not a valid basis of exit in the State.

Table AH1: Part H Child Count

Arkansas -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was due to the integration of a program that served approximately 300 children into the Part H system. These children had been receiving early intervention services but had not previously been counted under Part H.

Connecticut -- The district indicated that the increase from 1994-95 to 1995-96 in the number of infants served was due to increased outreach and growth in the eligible population. Connecticut noted that there was not much outreach before full implementation.

District of Columbia -- The district thinks the increase from 1994-95 to 1995-96 in the number of children served was due to improvements in data collection. The District of Columbia noted that there was an increase in the number of providers that provided data.

Florida -- The State indicated that the increase from 1994-95 to 1995-96 in children served was an indication that its programs are fully operational and that public awareness and outreach have increased in effectiveness.

Kentucky -- The State attributed the increase from 1994-95 to 1995-96 in the number of children served to the success of its Child Find efforts.

Michigan -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was primarily due to increased participation in the Detroit area. The Public Health Department, the Community Health Department, and the Detroit public schools all made concerted efforts to complete IFSPs for eligible children who were being served. Michigan added that the statewide growth was due to expanded collaborative participation of agencies outside of Special Education.

Mississippi -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was due to program expansion and to a statewide increase in personnel.

New Hampshire -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was due to increased public awareness and to the reorganization of its child intake process to a more centralized model.

New York -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was partially due to better reporting by providers and partially due to actual increases in the number of infants and toddlers served.

North Carolina -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of children served was a result of improvements in reporting. North Carolina said that the prior year data contained some duplication and that the current year's data were the first in which they could eliminate all duplication.

Rhode Island -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was primarily a result of the initiation of several Child Find activities. Rhode Island reported that universal neonatal screening, which started in 1993, now includes hearing screening of all newborn infants. This change has resulted in this low incidence population entering early intervention shortly after birth. Another reason for the increase is that the success of the program has resulted in more referrals. Finally, because of the decrease in funding for other birth through age 3 programs, more children and their families have turned to Part H for services.

Utah -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children served was due to expanded Child Find and public awareness at the State and local areas that has resulted in more children being identified. Utah noted that radio and television advertisement was utilized as were efforts to become more visible in local communities with displays, posters, and professional visits to the medical community.

Table AH2: Part H Services

Alabama -- The State indicated that the increase from 1993-94 to 1994-95 in the number of infants and toddlers who received various services was a result of the full implementation of Part H in 1994 and the transition from a paper collection system to an electronic data management system. Another factor that contributed to the increase is that one of the major providers, Children Rehabilitation Services, became more fully involved in providing and reporting services. A large proportion of the services provided by the Children Rehabilitation Services are medical and health services.

Arizona -- The State provided the following: (1) the decreases from 1993-94 to 1994-95 in the number of students receiving audiology services and vision services were because the current figures, unlike those from the prior year, did not include children who only received assessments, (2) the number of children who received respite services increased from 1993-94 to 1994-95 because more State funds became available for respite care, and (3) the increase from 1993-94 to 1994-95 in the number of children who received special instruction services was due to a change in how programs interpreted the definition of this service. Arizona noted that home visits and center-based parent/child groups were a mixture of direct child instruction and parent training/counseling and that the decision on how to report them is often arbitrary.

Arkansas -- The State indicated that the increase from 1993-94 to 1994-95 in the number of children who received assistive technology services/devices was due to developmental toys being added as an eligible service under this category.

California -- The State reported that the increase from 1993-94 to 1994-95 in the number of students who received health services was a result of a previously unserved population becoming eligible for Part H services when California implemented Part H in October of 1993. Because this population included children with speech delays, there was a concomitant increase in audiology services. California thought that the increase from 1993-94 to 1994-95 in the number of children who received health services was due to an increase in funding for these services.

Colorado -- The State indicated that the discrepancies between the 1993-94 and 1994-95 data were due to a change in reporting methodology. The 1994-95 data represented the compilation of data collected through a State-level data collection system plus data submitted by local interagency councils. Colorado further noted that its State-level data collection was significantly modified in 1994-95 by its new contractors, the University Affiliated Program at the University of Colorado Health Sciences Center. The State thought the current data were more accurate because of improvements in reporting, including the inclusion of local count figures.

Connecticut -- The State indicated that the increase from 1993-94 to 1994-95 in the number of infants who received assistive technology services/devices was because the prior year figures consisted of two months of data (October 1993 through December 1, 1993) whereas the current year's figures consist of a full year of data.

Delaware -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of children who received other early intervention services was a result of the State doing a better job identifying specific services. The other early intervention services category has primarily been used by providers who find it difficult to identify specific services.

Florida -- The State indicated that there have not been any significant changes in service policy except for a shift to more therapeutic services from training, counseling, and other early intervention services. Florida thought this change in emphasis would explain the decrease from 1993-94 to 1994-95 in family training, counseling, home visits and other support services, social work services, and other early intervention services. The increase from 1993-94 to 1994-95 in health services, occupational therapy, physical therapy, and speech pathology were likely due to increased accuracy in data reporting, the fuller implementation of programs, and to a change in service emphasis.

Georgia -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of children who received family training, nutrition, and psychology services were due to the availability of other resources, the erroneous inclusion of service coordination in prior year data, and clearer definitions and policies. Georgia said that the increase from 1993-94 to 1994-95 in respite services was due to efforts to encourage local programs to offer this service to families because State funds were available.

Idaho -- The State indicated that the increase from 1993-94 to 1994-95 in the number of children who received psychological services was a result of improvements in reporting and to increases in service delivery. One change that contributed to the increase was that providers started reporting psychological evaluations in this category, which they had not done before. Idaho indicated that the increase from 1993-94 to 1994-95 in other early intervention services was a result of the State's decision to report service coordination as a service in this category.

Indiana -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of children who received health services was due to a clarification of definitions; the prior year data included services that should have been reported separately from health services. Indiana attributed the increase from 1993-94 to 1994-95 in social work services to the State's decision to report service coordination under social work services.

Michigan -- The State indicated that the increase from 1993-94 to 1994-95 in the number of children who received other early intervention services was due to the following: (1) the increased use of play groups as a means of serving a large number of children while at the same time teaching parenting skills to parents and (2) an increase in the amount of assistance provided to parents.

Missouri -- The State indicated that the increase from 1993-94 to 1994-95 in the number of children who received family services and in the number of children who received medical services was due to better reporting and to the fuller implementation of the Part H program.

New Jersey -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of children who received assistive technology services/devices was due to improved reporting. New Jersey provided vendors with clarifications of reporting requirements, definitions, and practices.

New Mexico -- The State indicated that the increase from 1993-94 to 1994-95 in respite care services was due to an increase in funding and that the decrease from 1993-94 to 1994-95 in other early intervention services was due to the elimination of the category and the reclassification of children into specific categories.

New York -- The State thought that the increase from 1993-94 to 1994-95 in number of children who received occupational therapy, physical therapy, speech language pathology, special instruction, and transportation was a result of the 66 percent increase in the number of children served between 1993 (5,699) and 1994 (9,461). New York thought that the increase from 1993-94 to 1994-95 in family therapy and counseling was primarily due to a tripling in the number of children served in New York City (from 765 in 1993 to 3,037 in 1994) where family counseling is a frequently authorized service. The State further thought that some of the fluctuation in the counts may be due to changes in the way the data were collected. In 1993, most of the data reported by municipalities were collected through a head count of the children served. By December 1, 1994, most of the municipalities used New York's automated data system (KIDS) to report their data. New York suspects that the data collected through KIDS were more accurate because the data in KIDS are also used for billing purposes.

Oregon -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of children who received assistive technology services and the increase from 1993-94 to 1994-95 in the number of children who received vision services was due to improvements in reporting.

Puerto Rico -- Puerto Rico attributed the decrease from 1993-94 to 1994-95 in the number of children receiving health, medical, and nursing services to a lack of sufficient personnel to provide these services.

Tennessee -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of children who received vision services was due to more accurate counting of service data.

Texas -- The State provided the following explanations for data changes between 1993-94 to 1994-95: (1) the number of children who received audiology services decreased because audiological screenings are no longer included in this count, (2) the number of students who received respite care services increased because local communities were able to develop and provide access to more respite services, (3) the number of children who received vision services increased because of increased efforts of the Texas Education Agency to find and service children with visual impairments, and (4) the number of children who received other early intervention services probably increased because of better reporting in this category.

Utah -- The State provided the following explanations concerning changes in the data from 1993-94 to 1994-95: (1) family training, counseling, home visits, and other support services increased because of a statewide effort to increase these services, (2) nursing services increased as a result of efforts made to increase ongoing health assessments, encourage families to get their children immunized, and promote additional nursing visits so families can complete hearing and vision screening, (3) physical therapy services and speech language pathology services increased because of greater availability of qualified professionals, and (4) transportation services increased because of efforts by the State to make early intervention services more accessible to families.

Washington -- The State indicated that the increase from 1993-94 to 1994-95 in the number of students who received assistive technology services/devices was a result of full implementation, which created a funding source for these services.

West Virginia -- The State indicated that the increases in the number of children who received services was a result of a growth in the child count and of efforts by the State to expand service delivery.

Table AH3: Part H Personnel Employed and Needed

Alaska -- The State indicated that the increase from 1993-94 to 1994-95 in the number of personnel employed was due to better reporting. In the past, personnel data were estimated from the number of children who received services, whereas the current figures are based on actual counts.

Arizona -- The State indicated that the increase from 1993-94 to 1994-95 in the number of other professional staff employed was because programs hired more coordinators, supervisors, and specialty personnel such as music therapists and massage therapists.

Arkansas -- The State indicated that the increase from 1993-94 to 1994-95 in the number of personnel employed was in response to the large increase in the number of infants and toddlers served. Arkansas noted that its voucher program contributed to the increase from 1993-94 to 1994-95 in the number of paraprofessionals.

Connecticut -- The State indicated that the increase from 1993-94 to 1994-95 in the number of other professional staff employed was a result of a need for more service coordinators. Connecticut noted that the overall increase in the number of personnel employed was a result of the increase from 1993-94 to 1994-95 in the number of children and families served.

Delaware -- The State indicated that the increase from 1993-94 to 1994-95 in the number of nurses employed was a result of the nursing staff from the Division of Mental Retardation Early Intervention Program joining the Part H team. Delaware noted that additional nurses were also hired. The State indicated that the increase from 1993-94 to 1994-95 in the total number of early intervention personnel was in response to the need to provide more services to Part H eligible children.

Georgia -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of personnel employed and needed was due to a better understanding by field offices on how to properly calculate FTEs.

Hawaii -- The State indicated that the increase from 1993-94 to 1994-95 in the number of nurses employed was due to more accurate reporting and that the increase from 1993-94 to 1994-95 in the number of paraprofessionals was a result of an increase in the amount of services provided.

Idaho -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of paraprofessionals needed was a result of the State's success in training and employing paraprofessionals.

Illinois -- The State indicated that the increase from 1993-94 to 1994-95 in the number of personnel employed was due to an increase in the number of children served and to improvements in reporting.

Indiana -- The State indicated that the increase from 1993-94 to 1994-95 in personnel employed was a result of its move to an open system. Child Find was expanded to include children who were outside the public system and were in need of services. More staff were needed to assess the needs of these children and provide them services.

Kansas -- The State indicated that the increase from 1993-94 to 1994-95 in the total number of staff employed was a result of the increase from 1993-94 to 1994-95 in the number of children who received services.

Kentucky -- The State attributed the increase from 1993-94 to 1994-95 in the number of physical therapists, special educators, and total staff employed to a change in the reporting process that resulted in improvements in reporting. Kentucky noted that it could now collect information on all qualified providers whereas it previously had no means of counting infants served by outside providers.

Louisiana -- The State indicated that the decrease from 1993-94 to 1994-95 in the number of paraprofessionals and the increase from 1993-94 to 1994-95 in the number of special educators was a result of its efforts to increase the quality of services to infants and toddlers by increasing the standards for personnel. Louisiana expects the number of paraprofessionals employed to continue to decrease.

Massachusetts -- The State indicated that the increase from 1993-94 to 1994-95 in the total number of staff employed was due to an increase in the number of families served.

Michigan -- The State indicated that the increase from 1993-94 to 1994-95 in the number of other professional staff employed was probably due to an increase in the identification of staff who were doing service coordination. Michigan correlated the increase from 1993-94 to 1994-95 in the total number of staff employed to the increase from 1993-94 to 1994-95 in the number of children served.

Minnesota -- The State indicated that the increase from 1993-94 to 1994-95 in the number of physical therapists employed was due to the availability of more accurate data. Minnesota noted that prior data were estimates and that beginning in 1995-96 actual counts will be available.

New Mexico -- The State indicated that the changes in personnel were due to their decision to report staff classified in the early childhood credential category under other professional staff rather than under special educators.

New York -- The State thought that the increase from 1993-94 to 1994-95 in the number of staff needed was probably due to the maturation of its data collection system. New York indicated that since March 1994 personnel data have been collected through the application process for early intervention providers. The State thought that more complete and accurate data were available in 1994-95 than in 1993-94.

Ohio -- The State indicated that the current figures reflect only those personnel providing services to children with IFSPs whereas the prior year data included all personnel who provided services to children ages birth through 3.

Pennsylvania -- The State indicated that the increase from 1993-94 to 1994-95 in the number of other professional staff employed was due to a clarification of the definition of the position. Pennsylvania noted that the data changes were a reflection of the continual evolution of early intervention services to establish the most efficient delivery system for these services.

South Dakota -- The State indicated that the decrease from 1993-94 to 1994-95 in the total number of staff employed was a result of better reporting. South Dakota suspects that the prior year data were more a count of the number of personnel rather than a count of full-time equivalency.

Virginia -- The State indicated that the following three factors contributed to the increase from 1993-94 to 1994-95 in the number of personnel employed: (1) there has been an increase in the number of children served, (2) there have been improvements in the ability of the State to accurately report personnel working for a variety of agencies, and (3) the State has clarified the instructions sent to local entities, which has resulted in a decrease from 1993-94 to 1994-95 in the number of personnel reported in the other category.

West Virginia -- The State indicated that the increase from 1993-94 to 1994-95 in the number of personnel employed was in response to increases in service delivery.

Table AH4: Part H Settings

Alabama -- The State indicated that the increase from 1993-94 to 1994-95 in outpatient facility placements occurred because one of the major providers, Children Rehabilitation Services, became more fully involved in providing and reporting services. The Children Rehabilitation Services provide a large proportion of their services in outpatient facilities.

Arizona -- The State indicated that the increase from 1993-94 to 1994-95 in home placements and the decrease from 1993-94 to 1994-95 in early intervention classroom/center placements was a result of the State's efforts to provide more home-based services. Arizona said that the increase from 1993-94 to 1994-95 in the number of infants and toddlers served in other settings was a result of the State's efforts to provide families with more options for service delivery.

Arkansas -- The State indicated that the increase from 1993-94 to 1994-95 in outpatient facility placements was due to an increase in the number of providers and to a growth in the eligible population.

Colorado -- The State indicated that the discrepancies between the 1993-94 and 1994-95 data were due to a change in reporting methodology. The 1994-95 data represented the compilation of data collected through a State-level data collection system plus data submitted by local interagency councils. Colorado further noted that its State-level data collection had been significantly modified in 1994-95 by its new contractors, the University Affiliated Program at the University of Colorado Health Sciences Center. The State thought the discrepancies could be attributed to an improvement in reporting methodology and to the introduction of local count figures.

Connecticut -- The State indicated that the increase from 1993-94 to 1994-95 in settings was due to the fact that the prior year data consisted of 2 months' data (October 1993 through December 1, 1993) whereas the current year's figures represents a full year.

Delaware -- The State indicated that the increase from 1993-94 to 1994-95 in early intervention classroom/center settings was a result of the State's contracting with more providers that offered center-based early intervention services.

Georgia -- The State indicated that the increase from 1993-94 to 1994-95 in outpatient service facility settings was due to an overall increase in the number of children who were served.

Illinois -- The State indicated that the increase from 1993-94 to 1994-95 in the number of children served in early intervention classroom/centers and home placements was due to an increase in the number of children served. The increase from 1993-94 to 1994-95 in other settings placements and the decrease from 1993-94 to 1994-95 in residential placements was due to a change in reporting at one facility that serves young infants who were awaiting placement in foster care.

Indiana -- The State noted that the decrease from 1993-94 to 1994-95 in family child care placements was due to a change in the service needs of the population. Indiana indicated that the increase from 1993-94 to 1994-95 in outpatient service facility placements was a result of the State's emphasis on providing more therapy services in community clinics.

Louisiana -- The State indicated that the increase from 1993-94 to 1994-95 in outpatient services facility placements was a result of the increased availability of services in this setting.

Michigan -- The State indicated that the increase from 1993-94 to 1994-95 in home settings was a result of the increase from 1993-94 to 1994-95 in the number of children being served. The State indicated that the increase from 1993-94 to 1994-95 in the other settings category was due to one special education center that reported all of its data under other settings rather than splitting the figures between home and centers settings. The center regularly provides 1 hour of center-based services and 1 hour of home visit each week.

Minnesota -- The State indicated that settings data by age year data were not currently available but would be collected starting in 1995-96.

Missouri -- The State indicated that the increase from 1993-94 to 1994-95 in other settings were due to a greater emphasis on serving children in more natural settings and to improvements in reporting.

New Jersey -- The State indicated that the increase from 1993-94 to 1994-95 in other setting placements was a result of a move toward serving children in more natural settings. New Jersey indicated that the increase from 1993-94 to 1994-95 in outpatient service facility placements was a result of more accurate reporting.

New York -- The State indicated that the increase from 1993-94 to 1994-95 in early intervention classroom placements, home placements, and total placements was a result of the 66 percent increase in the total number of children served between 1993-94 and 1994-95. New York suspects that the decrease from 1993-94 to 1994-95 in family child care settings may be due to problems with the 1993-94 head count. The State indicated that the decrease from 1993-94 to 1994-95 in other settings was a result of its efforts to better define and specify actual service settings.

Rhode Island -- The State indicated that the decrease from 1993-94 to 1994-95 in outpatient service facility placements was due to an increase in the number of qualified professional early intervention staff hired to provide direct services. Rhode Island indicated that the decrease from 1993-94 to 1994-95 in early intervention classroom/center placements was due to the aging out of many of the children who had received services in these settings.

Texas -- The State indicated that regular nursery school/child care placements increased because of increased efforts by the State to provide more services in natural environments.

Virginia -- The State indicated that the increase from 1993-94 to 1994-95 in outpatient service facility placements was due the efforts of local councils to increase the number of outpatient service facilities that participate in the Part H program.

Washington -- The State indicated that the increase from 1993-94 to 1994-95 in early intervention classroom/center placements was due to the following factors: (1) greater outreach to public schools that primarily serve children in early intervention classrooms, (2) better reporting by providers, (3) the full implementation of Part H in Washington created a funding source for programs, and (4) public schools, in response to the full implementation of Part H, started providing more complete data to the Part H lead agency.

SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

Although the State Agency/Federal Evaluation Studies (SAFES) project has not been funded since 1995, OSEP continues to receive final reports from States. These reports are included in this section because individuals in the field may have interest in these findings.

DETERMINING THE EFFICACY OF PRESCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES: A FEASIBILITY STUDY

Arkansas Department of Education, FY 1994

In recent years, Arkansas has expanded special education services to children 3-5 years of age. More than 7,000 children now receive services. If Arkansas is to continue to provide appropriate services to children ages 3-5, it must be able to demonstrate the effectiveness of these programs. The Arkansas Department of Education, in collaboration with the University of Arkansas at Little Rock, conducted a study to determine the feasibility of evaluating the effectiveness of preschool programs for children with disabilities in the State.

Feasibility Study Questions

The feasibility questions addressed in this study are as follows.

- What data are available about children served in preschool programs for children with disabilities?
- Are available data consistent across the population of children in preschool programs for children with disabilities?
- Can available data be analyzed to determine efficacy?
- What statistical analysis would be most effective with available data?
- Are portfolio assessment data available?
- What are the ways in which portfolio assessment data can be used to determine efficacy of programs?
- What is the best method to use the Interagency Coordinating Council (ICC) to help with determining the efficacy of programs?
- Given the state of services in Arkansas, availability of data, and availability of resources, what is an appropriate blueprint for determining efficacy of preschool services for children with disabilities?

Methodology

The study was conducted in two phases. Phase I covered the collection and analysis of data from record reviews and focus groups. During Phase I, each educational service cooperative (ESC) was asked to have each school district within its organizational structure submit the education folders of two children who had exited the preschool special education program at the end of the 1994-95 school year. The school districts were instructed to submit one folder for a child referred for special education services in kindergarten and the other folder for a child not referred for ongoing special education. A total of 363 folders were received. Sixty folders were randomly selected for data analysis. Half were for children who had been referred for special education programs in kindergarten, while half represented children not referred for special education in kindergarten. The folders were reviewed for information necessary for conducting an evaluation of the effectiveness of preschool programs for children with disabilities.

Two focus groups, one for professionals providing services to preschool children with disabilities and one for parents of children currently receiving special education services in preschool programs, were also conducted. The purpose of the focus groups was to assess the usefulness of focus groups for assessing the effectiveness of preschool programs for children with disabilities. The professional focus group consisted of five teachers who worked in preschool special education programs; the parent focus group consisted of seven adults representing five families.

Phase II covered analysis of the availability of data, identification of additional data needed, and assessment of the usefulness of focus groups for an evaluation of the effectiveness of preschool programs for students with disabilities in the State. This was accomplished with the feasibility advisory committee, which included national experts in the field of program evaluation.

Findings

The feasibility study resulted in several important findings, including:

- Substantial data (e.g., demographic, referral source, duration of services, age at intake, diagnosis of strengths and weaknesses, least restrictive environment (LRE) placement) are available to conduct a comprehensive evaluation of preschool special education programs;
- Available data are consistent across the State;

- The data are conducive to statistical analyses (i.e., descriptive, comparative, and causal) of the effectiveness of programs;
- Focus groups can provide information (e.g., program expectations, program perceptions, experiences with the program) that will be helpful in assessing the effectiveness of preschool programs for students with disabilities;
- Portfolio assessment data are not available. Children in Arkansas have not been extensively evaluated using portfolio data; and
- Involvement with the ICC, which primarily focuses on birth to 36 month programs, was determined to be unnecessary for the full evaluation.

A STUDY OF THE FEASIBILITY OF EVALUATING TRANSITION PLANNING AS A FUNCTION OF THE PASS SYSTEM

North Dakota Department of Public Instruction, FY 1994

The North Dakota Department of Public Instruction (DPI), in collaboration with the American Institutes for Research (AIR), conducted a study to assess the feasibility of integrating the Performance Assessment for Self-Sufficiency (PASS) system into North Dakota's collaborative transition planning model (Project TransND). The study also investigated alternative approaches to implementation and investigated using PASS to plan for the individualized transition needs of high-functioning students with disabilities.

The purpose of TransND is to bring together special educators and adult service providers at regional and local levels to ensure that positive outcomes accrue to students in transition to various adult environments. The PASS system attempts to anticipate and report the service needs of exiting students with disabilities. It has been designed to provide information to local, State, and Federal agencies on the services required by students with disabilities as they make the transition from secondary school to adult service delivery systems. The PASS system consists of two components: (1) the PASS instrument, which provides information about the functional performance of students, and (2) the PASS expert system, which converts the assessments of functional performance into projections of anticipated service needs. Based on the study results, DPI endorses continuing efforts to integrate the PASS system into transition planning efforts at the local, regional, and State levels.

Study Objectives

This feasibility study was conducted with three primary objectives in mind:

- to investigate the feasibility of integrating PASS into transition planning procedures in North Dakota;
- to investigate alternative approaches to implementation with an eye toward identifying best practice; and
- to investigate the applicability of using PASS to plan for the individualized needs of high-functioning students with disabilities.

Study Methodology

To collect data relevant to each of these objectives, the project staff set into motion four complementary activities. The first activity was intended to answer questions regarding the overall feasibility of integrating the PASS system into transition planning activities at the local level. Volunteers who participated in this phase of the study were given the opportunity to rate one of their students using the PASS instrument, submit the completed instrument to AIR for processing, and then utilize output from the PASS expert system in their own individualized education plan (IEP) planning sessions. This activity was also designed to test alternative models of best practice by varying the manner in which teachers completed the PASS instrument. Teachers assigned themselves to one of the following three study conditions.

- Individual teacher completes the PASS instrument independently for each student and uses results for transition planning with IEP/individualized transition plan (ITP) team.
- Teacher and other members of the IEP/ITP team complete the PASS instrument collaboratively for each student and use results for transition planning.
- Individual teacher or team does not use PASS instrument but completes transition planning activities using other data sources.

The teachers then provided feedback to DPI on the feasibility and utility of using and not using the PASS instrument for transition planning.

For the second activity, the staff took advantage of the national voluntary data collection for anticipated service needs. Because North Dakota had already volunteered to participate in the national data collection effort, it was a simple matter to collect converging feedback on teachers' perceptions of the PASS system. The DPI staff prepared and administered a feedback form to participating teachers. The respondents were asked to evaluate the perceived utility of the PASS instrument based on their limited exposure to the instrument during the data collection exercise.

Activities three and four were designed to collect data at a more global level. To provide additional information related to key feasibility and utility issues, several stakeholder focus groups were conducted with special education teachers and resource specialists, vocational\school-to-work counselors, adult service providers, parents, and members of the State Transition Planning Committee (STPC). The purpose of the focus groups was to obtain information that could be used to improve the feasibility of collecting, sharing, and using PASS data for transition planning for both high- and low-functioning students with disabilities and to model a focus group process that could be effective for future evaluation efforts.

For the fourth activity, staff contracted the services of Dr. William Frey to offer an expert review of the PASS system and the feasibility of using the system to meet the needs of high functioning students with disabilities. He examined the technical and conceptual adequacy of the PASS instrument and the expert system output for students with mild to moderate learning disabilities in different age groups. The purposes were to provide the Office of Special Education Programs (OSEP) with information to modify the instrument and/or rules at a later date and to provide DPI with information regarding the overall utility of PASS for higher functioning students with disabilities.

Findings

Results of the 1991-92 PASS field test, the 1994-95 voluntary PASS data collection, and this feasibility study all demonstrate that it is possible for teachers to complete the PASS instrument with a minimum amount of burden and with enough accuracy to trigger face-valid lists of service needs. A substantial majority (73 percent) of the teachers indicated they were interested in using the PASS instrument again. More important, findings from this study demonstrated that it was possible and advantageous to utilize a full implementation of the PASS system at the local and State levels.

The study also investigated "best practice" for how to integrate the PASS system into transition planning activities of North Dakota. By systematically varying the implementation of PASS within different contexts, the study produced a rich profile of the benefits and barriers involved in using the system throughout the State. The major benefits and barriers to implementation of PASS are described below.

Benefits of the PASS System

Among the most prominent benefits of PASS identified by participants and related to the key research questions and objectives of this study are the following:

- PASS provides information that is useful for IEP/ITP planning, and the process used to complete the PASS instrument and to consider information generated by the PASS expert system is a valuable tool for transition planning.
- Although initially developed for use with exiting students with disabilities in order to project their adult service needs, PASS has utility for portraying the functional performance of students with disabilities and identifying the service needs of students at an earlier age.
- PASS is a useful tool for improving interagency communication, coordination, and teamwork, as part of a cooperative transition planning process.

Barriers To Implementing PASS

Along with these demonstrated benefits come some challenges to implementing PASS successfully within the context of transition planning in North Dakota.

- Differences in the perceived utility of PASS and the investment of time it requires for the IEP team suggest that PASS should not be mandated for use in the IEPs of all students but rather be used selectively for students to provide additional information to enhance the transition planning process.
- PASS has some limitation in its ability to measure the functional performance levels of higher functioning students, and, consequently, in adequately anticipating their service needs.
- Feedback from participants was mixed regarding the appropriateness of the anticipated service needs generated by PASS for individual students.
- Participants indicated a need for further clarification and training in the use of the functional performance and anticipated service needs profiles generated by the PASS expert system.
- Implementing PASS will require a substantial investment in staff, technology, and training at the local, regional, and State levels.

A STUDY OF FACTORS THAT INFLUENCE THE PERFORMANCE OF HIGH SCHOOL STUDENTS WITH DISABILITIES IN REGULAR EDUCATION PLACEMENTS

New Hampshire Department of Education, FY 1993

This study explored the influence of selected educational variables on the outcomes of students with disabilities in regular education placements in six New Hampshire high schools and compared outcomes for students with disabilities to outcomes for their non-disabled peers. Data for the study were extracted from a variety of local and State data bases, and from surveys of teachers and students. In all, data were analyzed for 717 students with disabilities and 5,622 non-disabled students. The study addressed the following questions:

- What are the characteristics of regular and special education study populations, and are there notable differences between the two groups?
- Are there differences between the absence, suspension, and dropout rates of students with disabilities in regular education placements and the rates of their peers?
- What factors correlate with high or low absence, discipline, and dropout rates for students with disabilities, including gender, economic status, family structure, type of disability, type of services, and time spent on homework, independent reading, and watching television?
- How different is the overall grade performance of high school students with disabilities in regular education placements and the grade performance of their peers?
- Which variables correlate most strongly with above or below average grade performance for students with disabilities in regular education placements, including gender, economic status, family structure, type of disability, type of services, and time spent on homework, independent reading, and watching television?
- Are high school students with learning or emotional disabilities absent more frequently, more likely to be suspended, more likely to achieve below satisfactory grades, and more likely to drop out than students who were not?

- Are high school students with disabilities who were retained in a previous grade absent more frequently, more likely to be suspended, more likely to achieve below satisfactory grades, and more likely to drop out than students who were not?
- Are high school students with disabilities who were participants in early education/early intervention programs absent less frequently, less likely to be suspended, more likely to achieve satisfactory grades, and less likely to drop out than students who were not?
- To what extent do high school students with disabilities in regular education placements experience success with specific types of instructional approaches?

The study confirmed findings from previous studies that students with disabilities were disproportionately male (62 percent), and were more likely than non-disabled students to be eligible for free- or reduced-price lunch (21 percent versus 10 percent). Students with disabilities were more likely than non-disabled students to have been retained in a previous grade (13 percent versus 6 percent), and many spent little or no time in extracurricular activities (51 percent), reading for pleasure (68 percent), or doing homework (41 percent).

In an analysis of absence, discipline, and dropout rates, the study found that students with disabilities were more likely than non-disabled students to be suspended; for both special education and general education students, poverty appeared to be correlated with the likelihood of suspension. Unlike earlier studies, the authors found lower annual dropout rates for students with disabilities (3.4 percent) than for those without disabilities, 6.1 percent.

Grades for students with disabilities showed signs of academic difficulty. Across all subject areas, 48 percent of students with disabilities received three or more Ds or Fs compared to 33 percent of non-disabled students. Special education students who received Chapter 1 instruction, those who had previously been retained, and those with an aide assigned to their general education classes were most likely to receive three or more Ds or Fs. Students with disabilities who spent more time on homework and those involved in extracurricular activities reportedly received better grades than special education students overall.

In an exploratory portion of the study, researchers collected data from classroom teachers who had at least four special education students in their classes on their most prevalent method of instruction. Researchers then correlated those data with students' outcomes. The data suggest that poor academic performance for students with disabilities occurred regardless of instructional method.

In addition to providing valuable data on educational outcomes for students with and without disabilities, this project also had a secondary purpose. It improved the capacity of local schools to make data-based decisions about the effectiveness of their educational programming, and, consequently, promoted accountability and program improvement. Furthermore, the study helped contribute to a shared understanding among the participating special and general education administrators of the factors that must be considered in planning and evaluating services for students with disabilities.

KIDS IN THE MIDDLE: A STUDY OF CHILDREN, AGES 11-15, DIAGNOSED AS SERIOUSLY EMOTIONALLY DISTURBED

Maine Department of Education, FY 1992

Providing appropriate instructional and supportive services to students identified as having serious emotional disturbance (SED) or behavioral impairments (BI) poses substantial challenges to State and local educational agencies. The extent of the needs of these students and their families and the lack of a full range of mental health services and other social and human services in many communities are two of the most serious challenges. Other relevant issues include varying interpretations of the number and nature of students under the statutory definition of SED and concerns about the disproportionate representation of male students, minority students, and students from families in the lower socioeconomic levels. Finally, an analysis by the Office of Special Education Programs (OSEP) of postschool results for SED students strongly suggests that existing programs may not be providing sufficient academic and vocational experiences to permit successful transition into adulthood for these students.

The percentage of students with SED or BI between the ages 11-15 receiving special education and supportive services consistently has been higher than for any other age group. The age period 11-15 years is referred to as the preadolescence or the early adolescence developmental period. There is strong evidence that many, if not most, youth experience this time as a difficult adjustment period. Children and youth with SED or BI may find these adjustment difficulties even more frequent and intensive.

The concept of middle school education evolved as a result of the perceived need to restructure traditional junior high school programs so that they would be more effective in accommodating the complex psychological, developmental, and instructional needs of preadolescents and early adolescents. However, there is little or no research assessing the effect of middle schools on students with SED or BI. The Maine Department of Education conducted this study to identify relationships among key variables related to the prevalence of students with behavioral impairments in Maine's middle schools.

Study Questions

The purpose of this study was to explore the nature and experience of students with SED or BI in Maine's middle schools and to provide policy makers, administrators, practitioners, and other researchers with information that could be used to improve the personal, educational, and vocational outcomes for preadolescent and early adolescent youth with SED or BI. In particular, this study attempts to determine the degree to which schools in Maine that have adopted a middle school philosophy have had an effect on these students. Specifically, the study sought to answer the following questions:

- What are the characteristics of students with SED in Maine?
- What are the factors associated with varying identification rates of students with SED in Maine?
- Among the factors associated with varying identification rates for students with SED, which are seen by local staff as the most critical and why?
- How do school units differentiate behaviors associated with emerging development from deviational behaviors associated with SED?

Methodology

The study was exploratory in nature. It attempted to identify relationships among key variables (i.e., middle school attributes, school enrollment, and socioeconomic status ratings) related to the prevalence of students with BI in middle schools.

The study population consisted of 1,989 students with BI who were 11-15 years of age at the time of the study; there were 383 13-year-olds in this category. A sample of this population of 13-year-olds was randomly selected, resulting in a sample of 116 students, which represented 33 percent of all 13-year-old students with BI in Maine schools. State wards in treatment centers were not included in the sample selection.

Data were collected using a variety of techniques, including rating scales, surveys, interviews and record reviews. The Middle School Attitudes Survey, constructed by project staff, was designed to collect data on the attributes of middle schools, including instructional and curriculum activities, organizational patterns, extracurricular and exploratory activities, parent and community involvement, and empowerment of teachers and students. The IEP rating scale, adapted by the project staff, was used to summarize the basic design and key elements of the students' special education programs, including the student's placement, the school hours in that placement, the time mainstreamed, the student's strengths and weaknesses, annual goals and short-term objectives, the date of initial placement, and the disability at the time of identification. The IEP Supplemental

Questionnaire, developed by the project staff, requested information from each school district's Director of Special Education about the history of the student's placements, prior assessment results, the use of non-special education services, and the evaluation of progress. A Structured Parent Interview protocol was designed by the project staff to gather parents' perceptions of their children's experiences in middle school and, specifically, with special education services. The socioeconomic rating of each school unit was established by using the midpoint of the socioeconomic range computed for the reading portion of the Maine Educational Assessment Tests, a statewide achievement test administered annually to fourth, eighth and eleventh grade students.

Data analysis included rating IEPs on IEP rating scales, summarizing supplementary questionnaires, tabulating information on the Middle School Attitudes Survey, and analyzing data from parent interviews. Selected data were analyzed using SPSS; analysis included Pearson correlations, tests for significance, tests for multicollinearity, and multiple regression procedures.

Findings

The major findings from the study include the following.

- Maine consistently identifies slightly more students with BI than are identified nationally. Eighty-one percent are male, and 10 percent are female. Nineteen percent are identified by the end of kindergarten and 63.5 percent by the end of the second grade. Over 75 percent remain identified as BI through at least age 13, and more than 64 percent are one or more grade levels below that expected for their age.
- Seventy-five percent of students with BI were initially identified as having BI by the time they were in grade three.
- Seven out of 10 students with BI in Maine are included in regular classrooms, and 3 out of 10 are in more restrictive settings away from the mainstream education program.
- Approximately 70 percent of 11-15 year old students with BI in Maine are involved in special education programs that include placement in regular classrooms on a full-time or part-time basis.

- Most students with BI in middle schools receive a substantial portion of their educational programs from regular education teachers. However, evidence of special educator consultation activities relative to student programming in regular education environments is lacking.
- Simple correlation analysis indicated a significant inverse relationship between prevalence of students with BI and middle school attributes. Schools that have many characteristics associated with the middle school philosophy have significantly fewer students with BI.
- A multiple regression analysis of key variables, including SES, middle school rating, and school enrollment, reveals that only SES is related to the prevalence of students with BI and this relationship is inverse. School units with higher SES ratings have fewer students with BI.

OUTCOMES AND PERFORMANCE ASSESSMENT FOR STUDENTS WITH SEVERE DISABILITIES

Maryland Department of Education, FY 1992

In 1989, Maryland established its School Performance Program (MSPP) as a vehicle for improving education through enhanced student, school, district, and State accountability. The MSPP currently uses data on criterion-referenced assessments, student attainment, participation, postsecondary plans and decisions, as well as contextual information to judge each school's growth from year to year. Public reporting of results from the MSPP promote program accountability and improvement.

Maryland recognized that a modified system of performance assessment was needed for the approximately 8,500 students with severe disabilities who are exempted from MSPP testing. This project was designed to define educational outcomes and indicators appropriate for students with severe disabilities, and to explore options for assessing performance in light of those educational outcomes. The resulting assessment program is called IMAP, Independence Mastery Assessment Program.

Based on a review of literature and input from special educators across the State, project staff identified two outcome domains, content and skills. Within the content domain, outcomes are divided into four subject areas--personal management, community, career/vocational, and recreation/leisure. In the skill domain, outcomes are divided into those relating to communication, decision making, behavior, and academics. Project staff also identified numerous outcomes and indicators within each domain and subject area.

Outcomes were developed for ages 5, 8, 10, 13, and 17-21, and were based on the Maryland Life Skills Curricular Framework. Table B-1 includes a description of the eight content domains.

In order to assess progress toward the outcomes, project staff, along with educators, developed a series of performance tasks which are videotaped and rated according to a scoring rubric. These performance tasks are used in conjunction with portfolio evidence and parent surveys of student behavior to characterize student performance relative to the outcomes.

Project staff conducted a pilot test of the new performance assessment system in 19 schools in seven school districts. Teachers were trained for 1 day in test administration, and 47 students ages 17 to 21 completed 65 performance tasks.

Table B-1
Independence Mastery Assessment Program Outcome Domains

Domain	Description
Personal Management	Students will demonstrate their ability in the following areas: personal needs, appropriate health and safety practices, managing household routines, and participating in transition planning with adult service providers.
Community	Students will demonstrate their ability to access community resources and get about safely in the environment.
Career/Vocational	Students will demonstrate their ability to transition to employment and participate in various employment opportunities.
Recreation/Leisure	Students will demonstrate their ability to participate in recreation and leisure activities.
Communication	Students will demonstrate their ability to express and receive communication through a variety of methods, to interact socially, and to meet functional needs.
Decision Making	Students will demonstrate their ability to make decisions and choices, to resolve problems, to manage time, and to advocate for themselves.
Academic	Students will demonstrate the ability to apply correct and appropriate academic skills and knowledge at all times.
Behavior	Students will demonstrate their ability to behave in chronologically age-appropriate ways in various situations.

Students were videotaped performing the tasks from May 1 through May 29, 1995. Teachers worked in groups of four or five to view videotapes, review portfolios, and rate performance.

Over the course of the project, researchers developed a number of products, including:

- a trainer of trainer notebook,
- a local accountability coordinators' notebook and training guide,
- electronic portfolios,

- framework/outcome crosswalks,
- scoring procedures,
- student portfolio frameworks and evaluations,
- videotaping guidelines, and
- 30 performance tasks with accompanying scoring rubrics.

Project staff also made a series of recommendations based on the evaluation. They recommend: (1) making the assessment focus on school improvement rather than accountability until teachers are comfortable with the procedures and results, (2) modeling the project components on the existing State assessment system so language and format are familiar to users, (3) ensuring consensus on outcomes and indicators before attempting implementation, (4) including staff and parent input, and (5) making the assessment meaningful.

PARTICIPATORY DECISION MAKING IN DETERMINING COMMON OUTCOMES FOR STUDENTS IN SPECIAL AND GENERAL EDUCATION AS INDICATORS OF PROGRAM EFFECTIVENESS

Minnesota Department of Education, FY 1992

Since the mid-1980s, considerable impetus has been building to improve education in the United States. Efforts like Goals 2000: the Educate America Act and the National Educational Goals exemplify the types of reforms supported by politicians, parents, educators, and industry. Basic to these efforts are notions of school restructuring and improved accountability. Although general education has received most of the attention in this debate, special education has not been excluded. However, for special education, issues of restructuring and accountability are complicated by the move to integrate special education into general education. Integration of special and general education requires a dialogue among special educators, general educators, parents, and other interested groups to reach a common understanding about the mission of public education and its objectives, programs, services, and outcomes.

The Minnesota Department of Education, in collaboration with St. Cloud State University, evaluated a stakeholder-based planning and decision-making model currently used in management sciences for use in supporting dialogue about integration of special education into general education. The study utilized a multiattribute utility (MAU) evaluation model as a means of structuring group decision making and to evaluate program alternatives. The study found that a decision-making process could be utilized to identify and assess outcomes of importance for students with learning disabilities as well as all students in an integrated classroom.

Objectives

The study focused on five objectives described below.

- Determine five outcomes of significance to all students in general and students with learning disabilities in particular.
- Find or develop assessment tools which measure progress toward the five chosen outcomes.
- Use the assessment tools to measure progress toward chosen outcomes in integrated classrooms.

- Assess the study in terms of future usefulness to stakeholders and other educators.
- Write and disseminate study process and results.

Process and Products

Three different groups of individuals with diverse agendas and backgrounds worked collaboratively to answer the question, "Can a decision-making process be utilized to identify and assess outcomes of importance for students with learning disabilities as well as all students in an integrated setting?"

All three groups participated in the MAU evaluation model that involved 14 steps categorized in three domains. The domains are:

- Determine outcomes of importance;
- Find, develop, and implement student assessments; and
- Evaluate process and products.

Group #1 comprised 23 stakeholders from five representative school districts in the State. This group consisted of students with learning disabilities, parents of students with learning disabilities, classroom teachers, special education teachers, and District Coordinators. Using the third draft of the Minnesota Graduation Rule, they chose the following outcomes as the focus of the study:

- Understands technological systems and applications.
- Understands the effective management of resources in a household business, community, and government.
- Applies reading strategies appropriate to the material and purpose.
- Applies multiple methods of inquiry in order to plan and conduct research, draw conclusions, and communicate and apply findings.
- Applies number sense, number relationships, and a variety of computational procedures.
- Applies writing strategies appropriate to the audience and purpose.

In addition, this Stakeholder Group listed indicators and potential assessments relative to each of the outcomes.

Group #2 comprised three university faculty members from the Department of Special Education, the Project Director, the Principal Investigator, and the District Coordinators from the Stakeholder Group. This group expanded on the work already done, found or developed assessments for the outcomes, monitored and guided the work being done in each of the districts, and developed final evaluation forms for both process and products.

Group #3 comprised 21 teachers, 227 students, and the District Coordinators from the Stakeholder Group. Each District Coordinator, with the Principal Investigator, provided the connecting link between this and the other two groups. These district participants chose, helped develop, revised, implemented, and evaluated the assessments used in this study.

As a result of this stakeholder-based planning and decision-making process, for each outcome, the groups identified indicators, chose or developed (or began developing) assessments, and documented methods for obtaining and using results. Students and teachers then evaluated the assessments. In general, participants were satisfied with the assessments, and several of the schools involved in the project have plans to continue or expand the use of selected instruments.

Recommendations

Based on the products resulting from this study and the evaluation of the assessments by students and teachers, the project staff developed the following recommendations.

School districts who want to use assessment models should seek to expand the level of stakeholder involvement. Parents, students, teachers, administrators, and community members should be enlisted to examine outcomes and provide feedback.

Faculty at teacher-training institutions can use parts, or all, of the participatory decision-making process to develop strong and beneficial relationships with teachers, students, parents, and administrators. Faculty should work together with stakeholders to define outcomes and build valid and reliable assessments that measure progress toward those outcomes.

Larger education systems, such as State, regional, and Federal education agencies, can use the process to develop collaborative relationships with parents, students, teachers, administrators, community members, businesses, and advocacy organizations.

AN EVALUATION OF FAMILY-CENTERED COORDINATED PART H SERVICES IN NORTH CAROLINA

North Carolina Department of Human Resources, FY 1992

The Policy Context

Part H of P.L. 99-457 emphasizes the importance of using family-centered practices in delivering services to infants and toddlers with disabilities and their families. The legislation states that families should be more involved in the actual interventions, services should be more responsive to the whole family's concerns, and families should be empowered to have control of decision making. Part H of P.L. 99-457 also encourages interagency coordination as a way of remedying the fragmentation and lack of coordination in the system of service delivery to infants and toddlers and their families. This research project, conducted jointly by the North Carolina Department of Human Resources and the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, consisted of two separate studies, each designed to address one of these two central aspects of the implementation of Part H in North Carolina.

The Family-Centered Service Study

The purpose of the family-centered study, composed of three related substudies, was to investigate family-centered practices in North Carolina. The first substudy measured families' and service providers' perceptions of the actual and ideal extent of family-centeredness of services. Two versions of the Family Orientation of Community and Agency Services (FOCAS) and Brass Tacks instruments were administered to 198 professionals (76 percent response rate) and 118 members of families receiving Part H services (43 percent response rate). Results showed that both professionals and families rated current Part H services as quite highly family-centered but not ideally so. The three best predictors of a high family-centered rating among professionals were: having no more than a bachelor's degree, working for a Mental Health/Development Disabilities/Substance Abuse Services program, and providing home-based (as opposed to center-based) services. For families, only experience with early intervention services predicted a high family-centeredness rating.

In the second substudy, telephone interviews were carried out with a subset of 20 families and 20 service providers from the first substudy (10 each with high and low family-centeredness ratings). These more open-ended interviews explored the respondents' views of family centeredness and experiences with the service delivery system. Results suggest that families were sometimes "uninformed consumers" satisfied with services that could have been more family-centered. Families felt they had significant input in developing the Individual Family Service Plans (IFSPs) and valued professionals' personal characteristics but did not feel involved in the assessment of their child. Service providers believed in a family-centered approach, especially valued families that liked them, and felt interagency collaboration had enhanced their abilities to provide family-centered services. These professionals reported paperwork, lack of specialized services, the IFSP process, and families who appeared not to want services as barriers to effective service provision.

The third substudy developed and applied a family-centeredness rating scale to 100 IFSPs, 25 each from inclusive center-based programs, self-contained center-based programs, home-based early intervention programs, and health department home-based service coordination programs. Differences were found between center-based programs and the others on cohesion (a dimension including strategies matching outcomes, family's role, and lack of judgmentalism), and between home-based health programs and the others on functionality (necessity, context appropriateness, and active voice). Across all program types, IFSPs contained overwhelmingly more child-related than family-related goals.

The Interagency Service Coordination Study

This study examined three aspects of interagency coordination in North Carolina: (1) facilitators and barriers to coordination, (2) the functioning level of the Local Interagency Coordinating Councils (LICCs), and (3) written interagency agreements developed at the local level. A three-part research strategy combined a mail survey of 231 respondents, focus groups with 36 interagency professionals in three regions of the State, and analysis of local interagency documents.

Mail survey responses indicated people as the strongest facilitators of interagency coordination and resources and policies as the biggest barriers. These findings were supported in the focus groups, which also found some of the same barriers across the three regions of the State but found others particular to specific regions. Attention was focused on the following policy areas: eligibility and assessment, the respective roles of the LICCs and local consortia, lack of local administrative support, lack of common focus across agencies, and cross-agency staff training. On the level of functioning of the LICCs, survey findings and focus group results indicated that many LICCs have managed to complete the first two stages in a 4-stage developmental model, but some are still in the first stage. Few agencies provided documents broad enough to be considered true interagency agreements. The overall mean ranking of interagency coordination across all counties, on a scale of 1-10 (with 1 representing no coordination and 10 indicating total coordination), was 6.38.

Recommendations From Both Studies

Recommendations based on the family-centered study findings included: reducing paperwork, providing training in strategies for collaborative decision making with families, training early intervention personnel to write high-quality IFSPs, and educating families to be better informed consumers. The interagency coordination study generated recommendations for improved staff training and technical assistance; policy revisions; sponsoring additional special activities, forums, studies and task forces; and developing systematic procedures to guide the development of local interagency agreements.

FEASIBILITY STUDY FOR THE EVALUATION OF THE OREGON COMPREHENSIVE PLAN FOR SUPPORTED EDUCATION AND DESCRIPTIVE STUDY RESULTS

Oregon Department of Education, FY 1991 and FY 1992

The Oregon Comprehensive Program Plan for Supported Education requires that local educational agencies (LEAs) support the full integration of students with disabilities in general education. Currently, 30 LEAs participate in the Oregon Department of Education's (ODE) Supported Education Project. Supported education is defined as the provision of special education support to students with individual education plans (IEPs) in the regular classroom. As part of the plan, the ODE is required to systematically evaluate the success of school integration efforts.

Feasibility Study

This study addressed the feasibility of conducting a statewide evaluation that would enable the ODE to assess the effectiveness of State and local education reform policies and practices and their impact on the outcomes of special education restructuring. The feasibility study was conducted with the following goals:

- Verify the conceptual framework, evaluation design, and measurement instruments.
- Conduct a pilot test of the evaluation study to:
  - describe and analyze the effects of the Comprehensive Plan on local educational agency (LEA) policy, service delivery systems, participant attitudes, and student outcomes;
  - identify barriers to supported education in each LEA and develop strategies to overcome these barriers; and
  - produce a report providing a complete description of the results of the pilot test.
- Determine the feasibility of a statewide study of the Plan for Supported Education in three areas:

- technical feasibility;
- usefulness of information; and
- financial and political feasibility.

Along with conducting a literature review and developing the conceptual framework, feasibility project activities included a series of meetings of the project's Advisory Group (which includes the ODE Project Director, ODE Supported Education Specialists, the Portland State University (PSU) Project Coordinator, and PSU Evaluation Specialists), to develop a set of specific evaluation questions for use in the pilot study.

The following questions for the pilot study were agreed to by the Advisory group:

- What are the differences between LEA and ODE written policies and procedures for special education, as they relate to supported education?
- Did ODE activities result in LEA-supported education action?
- What level of supported education is occurring in each LEA?
- What perceived benefits/negative outcomes for students with and without disabilities result from supported education?
- What are the perceived effects of integration/supported education on teachers' instructional style when working with students with and without IEPs?
- What are the barriers to supported education and what strategies can be used to overcome the barriers?

Methodology

Two sites were selected for the pilot study--a high school in a large, suburban district, and an elementary school in a small, rural district. Six respondent groups were surveyed: all parents of students with IEPs, a random sample of 25 parents of students without IEPs, a random sample of 25 regular education teachers, all special education teachers, all related services/support staff, and all building administrators, as well as administrators of an intermediate education agency (Education Service District [ESD]) who were members of the LEA-supported education team.

In addition, 10 randomly selected regular education teachers, two special education teachers, two related services staff, and one administrator were interviewed at each school site. Seventeen students with various disabilities were randomly selected and observed for 1 hour in a variety of classrooms at the high school site; 13 similarly selected students with disabilities were observed at the elementary site.

The data were synthesized into descriptive reports on each site, and a summary analysis was developed for both sites that provided the ODE an opportunity to see the overall progress of the LEAs. Barriers to change as well as strategies to overcome these barriers were summarized for both sites. Due to the size of the sample and the fact that this was a feasibility study, no statistical tests were conducted on this data. Overall, the ODE Advisory Group decided that the pilot study was successfully accomplished and a larger, statewide evaluation was politically and financially feasible.

Recommendations

Major recommendations from the feasibility study for the statewide evaluation included the following:

- Maintain the current conceptual framework and evaluation questions.
- Evaluate changes in the impact of the ODE Plan for Supported Education over time.
- Add a survey of students with and without IEPs.
- Use statistical analysis to test for differences between respondent groups.

Descriptive Study

This study was conducted with 15 Oregon schools that had implemented supported education in order to aid decision making during the implementation of the Oregon Comprehensive Plan for Supported Education. The evaluation assessed State and local educational reform policies and practices related to supported education and in-service training activities for their impact on schools implementing supported education. The study also provided information about barriers and successful examples of supported education throughout the State that can be shared with others at the State and national level.

Study Questions

The study collected survey, interview, and observation data needed to provide information about the following evaluation questions.

- What are the differences between the goals and policies for supported education set by the Oregon Department of Education (ODE) and the special education placement policies and practices of the local educational agency (LEA)?
- Did the ODE activities (in-service training, district planning, etc.) result in LEA-supported education training activities?
- What are the perceptions of the level and type of support provided to students with IEPs in the regular classroom?
- What are the perceived effects of including students with IEPs in the regular class on the teachers' instructional style?
- What are the perceived benefits/negative outcomes for students with and without IEPs as a result of the supported education activities?

Sample and Methodology

Personnel at the schools selected to participate in the study had received training from the ODE in supported education. The schools had been implementing supported education practices for at least one year prior to the collection of the study data. The elementary schools were selected from a sample of 21 elementary schools that had participated in the supported education training. They were selected to represent various sizes and geographic locations of elementary schools across the State. All four high schools that participated in the supported education training were included in the study.

Written surveys were conducted at all 11 elementary schools and all four high schools. A total of 994 written surveys were completed. All professional staff at each elementary school were surveyed, and a random sample of 25 regular education staff at each high school were surveyed. A random sample of 50 parents of students without IEPs at each school were sent a survey. Schools distributed surveys to parents identified as having one or more students on an IEP (approximately 30 elementary parents and 40 high school parents completed surveys that were distributed at each school).

Interviews were conducted at six of the 11 elementary schools. These six elementary schools were selected by a stratified random sampling process including geographic region and school population. At the elementary schools, a total of 56 regular education teachers, 14 special education (SPED)/related services staff, and six administrators were interviewed. Interviews were also conducted at three high schools. The three high schools were selected to represent various geographic regions and school populations. At the high schools, a total of 28 regular education teachers, 17 special education teachers, and four administrators were interviewed. All of the interview respondents were selected by the principal to represent a cross-section of staff that in some way were involved with the implementation of supported education in their school.

Observations were conducted at six elementary schools. These were the same elementary schools selected for the interview process. Forty-seven students with IEPs were observed in regular classrooms. Of these students, 14 had minor adaptation needs, 24 had major adaption needs, and nine had behavior adaptation needs. The observations were done in classrooms at the kindergarten through fifth grade level. The content of instruction varied among classrooms and included regular subjects. Observations were conducted at three high schools. These were the same high schools selected for the interview process. Twenty-eight students with IEPs were observed in regular classrooms. Of these students, 11 were students with minor adaptation needs, 12 had major adaptation needs, and five had behavior support needs. The observations were done in classrooms at the ninth through twelfth grade level. The content of instruction varied from classroom to classroom.

Findings

This study compares the perceptions of various respondents and does not reflect direct outcome measures of student progress. In addition, this study was conducted in schools in which personnel had received training from ODE on supported education and had voluntarily begun to implement supported education. A summary of the results for each of the five research questions follows.

In regard to the first question, the data suggest that supported education goals and policies of LEAs parallel the goals and policies established by the ODE.

Supported education was found to be more than just placement of students with disabilities in regular classrooms, but rather a network of support for students allowing them to participate in the regular education classroom. Surveys of the professionals indicated substantial agreement that students with disabilities are placed in regular education classrooms and that support is generally provided. The data show that regular and special education staff are continuously learning how to support students and that they need ongoing training at all levels and across topical content areas.

For the second question, the results indicate the administrators, regular education teachers, and special education teachers received training in supported education at the awareness and implementation levels. The LEA staff reported they received training in a variety of supported education topics provided by both ODE staff and their peers.

In response to the third question, this study found that students with IEPs placed in regular education classrooms receive services in a variety of ways. The special education staff provided support to students with IEPs in many regular education classrooms. Special education staff spent between 10 to 17 hours per week in the regular education classroom. Overall, they reported that the support students received was good, but they also expressed a need for more support.

The response to question four is that many respondents reported that supported education had a positive effect on the teachers' instructional styles, as those styles related to curriculum adaptations and modifications. There were numerous examples of how teachers modified and adapted their curriculum and lesson plans for students with IEPs reported throughout the study. Both elementary and high school teachers reported using more hands-on activities, integrated curriculum, cooperative learning, diverse learning styles, thematic/whole language approaches, and collaborative teaching approaches.

In response to question five, the majority of staff and parents in this study had positive perceptions regarding the placement of students with IEPs in the regular education classroom. Benefits to students with IEPs included: growth in social skills and gained friendships, higher self-esteem, more real-life experiences, and positive role models. Students without IEPs learned tolerance for their diverse strengths and needs and those of others; they learned to help and cooperate with others; and they demonstrated increased social skills. Students without IEPs also benefitted academically from changes in instruction.

THE OREGON NATIONAL TEACHER EXAMINATION (NTE) FEASIBILITY STUDY AND EVALUATION REPORT

Oregon Department of Education, FY 1992 and FY 1993

Oregon, like many States, is caught in a dilemma. On the one hand, it faces a potential teacher shortage because a projected 60 percent of its current teachers will retire by the year 2000. On the other hand, it must ensure that an adequate supply of qualified general and special education teachers will be available and that student performance will improve by the end of the decade. Currently, there are two endorsements for special education teachers in Oregon. The Severe Handicapped Learner Endorsement allows the teacher to teach only severely disabled students and the Handicapped Learner Endorsement (HLE) allows the teacher to teach disabled students not classified as severely disabled.

The Oregon Teachers Standards and Practices Commission (TSPC), which licenses teachers, is attempting to ensure the supply of special education teachers by offering a Handicapped Learner Endorsement to any general education teacher holding a valid Oregon teaching certificate who has passed the special education subtest of the National Teacher Exam (NTE). Teachers must then complete the necessary coursework within 6 years to obtain the Standard Handicapped Learner Endorsement. Because this is a nontraditional certification process, the State is interested in its effectiveness.

Feasibility Study

The Oregon Department of Education (ODE) in collaboration with the Teaching Research Division at Western Oregon State College (TR) and the TSPC conducted a study to determine the feasibility of evaluating the use of the NTE to award special education teaching endorsements.

Objectives

The objectives of the study were to:

- identify and describe all existing data bases that contain information about the teachers in the study;
- gather additional data needed that are not available in the extant data bases; and

- design a study that will determine the "effectiveness" of teachers who gained their special education endorsement through achieving a passing score on the NTE.

Methodology

Data collection activities included record reviews, a teacher survey, and teacher interviews. Information was reviewed from the TSPC, the State licensing board; the Educational Testing Service, which produces and administers the NTE; the Oregon Department of Education schools and staffing data; and the higher education agencies in Oregon. The teacher survey collected information on employment experiences, education history, current positions, professional certification, and sense of competence and preparedness to teach special education from 416 teachers with a Handicapped Learner Endorsement. Semi-structured qualitative interviews were conducted with six teachers who obtained their endorsements via the NTE. The interviews focused on their competence and preparedness to teach special education, obstacles to traditional certification, and how to attract and retain qualified personnel.

Findings

The highest quality information came from the TSPC data base in spite of the fact that it lacks 1) the flexibility of modern data bases; 2) complete information on teachers obtaining their special education endorsement via the NTE; and 3) in some cases, current teacher contact information. However, it is a permanent record of teacher licensing in Oregon.

Study findings from the survey and interviews include the following:

- A wide range of issues affect teacher supply and demand, many of which are not directly related to use of the NTE as a vehicle for certification.
- 71.9 percent of the surveyed teachers obtained their special education endorsement through an approved program. Only 8.2 percent of the respondents indicated they obtained their endorsement by successfully completing the NTE.
- Licensure and endorsement requirements may provide barriers that keep otherwise qualified personnel from entering the field of special education.

- Mid-life career shifts are bringing people to the field of special education.

Results from the pilot survey indicated that the survey instrument could be used for the full evaluation and the interviews are necessary to illustrate and expand the survey findings. The advisory design group agreed that it was feasible to conduct a full evaluation to explore the effectiveness of teachers who obtain endorsements through the NTE. This was viewed as the only way to address the issue of the effectiveness of alternative certification for special education teachers.

The feasibility study also produced information that indicated that the full evaluation study should examine the relationship between proficiency on the NTE and qualifications as a special education teacher and examine a number of other issues related to certification and licensure, such as recruitment and retention, ongoing professional development, and coaching and mentoring.

Full Evaluation

The evaluation included examination of the feasibility study issues, as well as evaluation of the effect of certification via the NTE on teacher effectiveness. Specifically, during the first year of the study, the differences were examined between teachers obtaining their HLE by passing the NTE in special education and those who earned their HLE through coursework. During the second year of the study, extensive data were collected on the teachers who earned their HLE by passing the NTE.

Study Questions

Five study questions were designed to guide this evaluation of special education teacher certification in Oregon. The study questions are:

- What are the characteristics of persons who enter special education through a nontraditional career path? How do these persons compare to peers who enter the field through a traditional path?

- How do the employment experiences of persons who enter special education from a nontraditional path compare to those of peers who enter from a traditional path over the 2 years of the project?

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- What are the characteristics of "successful" teachers from nontraditional career paths? How do these characteristics relate to those of "successful" teachers from traditional career paths?
- What are the characteristics of "unsuccessful" teachers from nontraditional career paths? How do these characteristics relate to those of "unsuccessful" teachers from traditional career paths?
- How do the characteristics of "unsuccessful" teachers from nontraditional and traditional career paths compare to characteristics of "successful" teachers from nontraditional and traditional career paths?

Methodology

This study employed a multimodal approach, however, it leaned heavily on direct contact with teachers. Computer-assisted telephone interviews (CATI), participant observations, and focus groups were employed to learn from teachers about their experiences and capabilities. Over 4,000 names of HLE teachers were provided from the TSPC database during the study. Through random sampling, 452 teachers participated in the first year interviews and 584 teachers were interviewed in the second year with 305 teachers meeting the screening criteria and completing in-depth interviews. Focus groups were formed to address issues related to special education teachers, such as professional development, teacher licensure, special education as a profession, educational plans, and professional goals.

Findings and Conclusions

The major findings and conclusions from the study include the following.

- Teachers entering teaching through alternative routes tend to be more mature and more likely to have a variety of work experiences prior to teaching. Teachers reentering the field after a period of child rearing may use the NTE as a means of returning to teaching. At times the greatest needs and the vacancies are in special education.
- The project staff were unable to conduct teacher evaluations, which are reserved for district administrative personnel as part of a formal review. Informal observations and interviews indicate that teachers who are committed to the field seek professional development opportunities.

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complete the requirements for the standard endorsement, and often plan to teach in special education until retirement.

- No differences between successful traditionally trained and NTE certified teachers or between unsuccessful traditionally trained and NTE certified teachers were found, primarily because the project staff could not design an instrument that would distinguish between "successful" and "unsuccessful" teachers.

- The NTE should not be used as a sole measure to certify general education teachers in special education. The study found no group--higher education faculty, special education teachers, nor school administrators--who believe a paper and pencil test can predict teaching effectiveness. In fact, good teachers who are less than adequate test takers may fare poorly on the NTE.

- College course work is often inaccessible, especially in rural areas. A higher proportion of teachers in rural areas use the NTE route than do teachers living and working near a college or university. Rural teachers then find it difficult to obtain the standard HLE because needed courses are not available in their local community.

- The system of licenses and endorsements is perceived as complex and confusing. It is reportedly difficult and at times confusing for teachers trying to navigate their way through the process. Many teachers were unaware of the need to get the Standard HLE within 6 years. Still others, when asked, could not say which licenses and endorsements they held.

- The NTE in special education as a route to adding the HLE meets a recruitment need in Oregon for special education teachers. It is difficult for rural school districts to find special education teachers and even more difficult to retain them. Rural school districts report that they are able to fill vacancies because of the NTE option.

MEASUREMENT OF STUDENT OUTCOMES FOR EVALUATION OF THE OREGON SUPPORTED EDUCATION PLAN—FEASIBILITY STUDY AND EVALUATION REPORT

Oregon Department of Education, FY 1993 and FY 1994

The Oregon Department of Education (ODE) has implemented two major educational reforms that could greatly affect students with disabilities. One is the Oregon Comprehensive Program Plan for Supported Education, which calls for local educational agencies (LEAs) to support inclusion of students with individual education programs (IEPs) in regular school settings. This plan also requires ODE to conduct systematic evaluation activities to determine the effects of inclusion of students with IEPs on instruction and learning. The purpose of the Oregon Plan is to improve the quality of education for all students by refocusing the delivery of services from separate, segregated environments to integrated, regular classroom environments and to include support for underachieving students in the regular classroom.

The other educational reform is the Oregon Educational Act for the 21st Century, which became effective in 1991. The Act initiates reform at all levels of the educational process in response to problems identified by politicians and educators. These reforms include establishing a Certificate of Initial Mastery to be attained by age 16, developing a statewide portfolio assessment system, and developing a system of performance-based evaluations to monitor the impact of change on all students, including students in special education.

Feasibility Study

The ODE, in collaboration with Portland State University, examined the feasibility of developing a data collection system capable of collecting direct student outcome information on students with IEPs included in regular education classrooms. This study extends information collected for a previous full evaluation study conducted by the State of Oregon on teacher and parent attitudes about the Oregon Comprehensive Plan for Supported Education.

Study Questions

Four goals were identified to accomplish the purpose of this feasibility study. The completion of these goals would allow a data collection system to be developed. The four goals were to:

- identify and/or develop a process to measure direct student outcomes appropriate for students with mild disabilities, severe disabilities, and behavioral disorders;
- extend the evaluation design for the Oregon Supported Education Study within the existing conceptual framework;
- pilot test the data collection process to support the extension of the evaluation design; and
- produce a feasibility report for extending the Oregon Supported Education Study.

In order to achieve these goals, the two major feasibility questions below needed to be answered.

- Can the Oregon Portfolio Assessment System be used with students with IEPs to collect direct outcome measures?
- Can existing student assessments and school records be collected to measure direct student outcomes of students with IEPs in supported education sites?

Methodology

Two field tests were conducted to answer the feasibility questions about the proposed data collection system of direct student outcomes. Key components of the data collection system were designed and evaluated during stakeholder meetings and workshops.

Field test 1 evaluated the viability of the Oregon Portfolio Assessment System for students with IEPs. This system was developed as part of the general Oregon Education Reform Act to provide direct performance assessments for Oregon's students. Ten school teams of general and special education teachers implemented a variety of tasks and projects in grade levels ranging from kindergarten to high school. The tasks were developed as part of the instructional process leading to the new Certificate of Initial Mastery (CIM) described in the Oregon Education Reform Act. The teachers used a CIM Task Description Form to describe the planning of the CIM task, to document the classroom instruction, and to describe any teaching strategies and/or adaptations for students with IEPs.

Teachers also completed a CIM Task Field Test Evaluation Form. The form enabled the teachers to offer feedback regarding the practice of teaching through tasks as well as the evaluation of those tasks by rubrics, particularly concerning how well the tasks worked for students with IEPs.

Field test 2 conducted an Assessment Practices Survey with 25 local school district Special Education Directors to determine what school records and assessment data are currently (or could be) collected in common. Twenty-three local school district Special Education Directors, representing 24 school districts in which personnel had been trained in Supported Education, completed the mail survey.

Results

The major findings from the feasibility study are presented below.

- It is feasible to conduct a full evaluation study of the Oregon Supported Education Plan and its impact upon student outcomes using student records, student assessments, portfolio assessments, and school surveys.
- Important direct measures of student performance can be obtained across participating Supported Education schools for all groups of students, those with and without IEPs.
- The CIM tasks and adaptations were viewed as useful and appropriate by the teachers.
- The school districts participating in the field test were found to already collect information considered critical to the full evaluation study including grades and alternative grades, progress reports, portfolios of student work, daily attendance data, detention data, and suspension/expulsion data.

Full Evaluation

The purpose of the evaluation was to provide descriptive information about the effects of supported education for students with and without disabilities by using performance tasks to assess skills required for the Certificate of Initial Mastery (CIM).

Research Questions

The study addressed the following specific questions:

- What are the characteristics and performance assessment outcomes of students with and without disabilities in schools implementing supported education in Oregon?
- What factors in supported education are related to measures of student performance?
- What is the viability of using performance assessment to evaluate supported education on an on-going basis, and to help develop and monitor students' IEP goals and objectives?

Methodology

Eleven elementary schools and seven high schools participated in the study, including 103 general and special education teachers at the third, fifth, and tenth grade levels, 275 students with disabilities, and 295 students without disabilities. Each participating school submitted data from performance-based assessments, standardized assessments, school records, and surveys of teacher perceptions.

Participating classroom teachers developed and taught CIM performance tasks in the areas of science or social science. Examples of performance tasks include deciding which foreign languages should be taught, building a dream house, and deciding if dams should be built on the Columbia River. Students were scored on their performance on dimensions in five CIM content areas: 1) apply science or issue analysis, 2) write, 3) speak, 4) collaborate, and 5) self-directed learning. Each performance task required students to write at least one paper, make one oral presentation, spend some time working in a group, and direct or manage their own learning.

Findings

Students without disabilities scored higher than students with disabilities on both the performance assessment and standardized tests. However, the gap in scores between students with and without disabilities was much smaller on the performance assessment than on the standardized achievement tests. On average, students with disabilities received performance assessment scores of approximately three on a scale of one to six. In addition, on age-appropriate tasks measuring the same skill, high school-aged students with disabilities scored higher than elementary-aged students with disabilities, while students without disabilities scored consistently across the grade levels. The study also found that performance tasks were an effective way to provide feedback for students with disabilities about their performance in general education, and to promote collaboration between general and special educators.

Designing, implementing, and scoring the CIM performance tasks took teachers 42 hours, on average. Almost half the teachers indicated that scoring students on the 13 dimensions of the tasks was too time consuming; they felt 9 was a more reasonable number of dimensions on which to score students.

Teachers felt the performance tasks worked fairly well in their classes, and that they fit the curriculum well. They indicated that the scoring guides were most usable for students without disabilities (7.9 to 8.7 on a 10-point scale), and least appropriate for students with severe disabilities. Teachers reported a fairly good correspondence between IEP goals and objectives for students with disabilities, and work on the performance tasks.

Conclusions

Based on the results of the study, the authors made several recommendations. First, educators should try harder to align IEP goals and objectives with performance tasks. Second, teams of special and general educators must develop the skills necessary to collaborate in implementing the performance tasks, and more teachers must be exposed to the concept of performance assessment through pre-service and in-service training. Third, test developers and administrators should collect more information on the effects of accommodations and adaptations on performance task scores.

INVOLVEMENT OF SPECIAL EDUCATION IN THE PLANNING AND IMPLEMENTATION OF A STATEWIDE MODERNIZATION PROJECT AND EFFECTS ON PROGRAMS, PERSONNEL AND STUDENTS WITH DISABILITIES AND THEIR FAMILIES—FEASIBILITY STUDY AND EVALUATION REPORT

South Dakota Department of Education and Cultural Affairs,
FY 1993 and FY 1994

In 1991, South Dakota initiated a process of school restructuring in response to the National Education Goals. Restructuring will occur under the South Dakota School Modernization Program. The State intends that restructuring be achieved within the whole school and on behalf of all students, including those receiving special education services. The program addresses strategic planning for schools, expanded learning opportunities, commitment to outcome-based education and technical literacy, and use of authentic tasks and cooperative learning.

Feasibility Study

A feasibility study was undertaken before implementation of a full evaluation study to determine the extent to which special education programs and students are involved in the South Dakota Modernization Project efforts and to determine the effects of the reforms on special education programs, services, instruction, personnel, and students.

Study Questions

The feasibility study was designed to answer the following questions:

- To what extent do current State agency policy, rules, and funding mechanisms either support or inhibit the participation of special education in educational reform efforts?
- To what extent do current district level planning and implementation for educational reform efforts support or inhibit the principles and practices of inclusion with respect to the inclusion of students with disabilities?

- To what extent do current school building and classroom level planning and implementation for educational reform either support or inhibit the principles and practices of inclusion with respect to the inclusion of students with disabilities?

- To what extent are students with disabilities benefitting from the reform initiative as measured by the performance indicators: attendance, participation in discipline programs, grades earned?

- To what extent do individual education plan goals and objectives relate to the district's curricular planning goals resulting from the restructuring initiative?

Procedures

Procedures conducted during the feasibility study included study question formulation, instrument development, sampling, data collection, and data analysis.

The original study questions were not substantively modified by the advisory group; however, the language was changed to sharpen the focus of the questions, and a fifth study question was added.

Seven instruments were designed or adapted from existing instruments for this feasibility study. New instruments were developed using the study questions, information constructs and source documents as frameworks.

A random stratified sampling procedure was used. Stratification was conducted across actors in the study at the State educational agency level (i.e., planners, administrators, and direct service delivery persons); at the school district level (i.e., administrators, teachers and support staff); and at the community level (i.e., students with disabilities and their parents).

Data collection included surveys, interviews, and document reviews. Eleven districts were selected to participate in the feasibility study, and three districts were selected for in-depth data collection activities.

The data collected were evaluated against a single criteria: Did the data reveal information which would answer the study questions?

Conclusions and Recommendations

Based on the feasibility study findings, the evaluation design and procedures were modified for implementation of the full evaluation. Recommended modifications included the following:

- Instruct study investigators to diligently seek various forms of curriculum documentation and to be sensitive to and document the changing conditions of school reform within each school district and in the State.
- Modify direct examination instruments and procedures to permit a broader scope of activities to come under examination.
- Modify the interview protocol to include more open-ended questions.
- Modify data collection procedures directed at students with disabilities and their families in an effort to increase the return rate from these target groups.
- Select interviewers whose experiential and formal qualifications reflect classroom and administrative experience in public schools as well as more formal education in the field of public education.

Full Evaluation

The evaluation study addressed the participation by special educators, students with disabilities, and the families of these students in the planning and implementation of the Modernization Program; the presence of the practices of inclusion in the Modernization Program; and the impact the Modernization Program had on students with disabilities and their families.

Study Questions

The study questions were designed to be systemic in their approach. State policy and funding mechanisms, local school district policy and procedures, and the classroom performance of the students were addressed. The study questions are as follows:

- To what extent do current State agency policy, rules, and funding mechanisms either support or inhibit the participation of special education in educational reform efforts?
- To what extent do current district level planning and implementation for educational reform efforts support or inhibit the principles and practices of inclusion with respect to the inclusion of students with disabilities?
- To what extent do current school building and classroom level planning and implementation for educational reform either support or inhibit the principles and practices of inclusion with respect to the inclusion of students with disabilities?
- To what extent are students with disabilities benefiting from the reform initiative as measured by the performance indicators: attendance, participation in discipline programs, and grades earned?
- To what extent do individual education plan (IEP) goals and objectives relate to the districts's curricular planning goals resulting from the restructuring initiative?

Methodology

The design of this study specified evaluating both qualitative and quantitative data from primary and secondary data sources to be collected throughout the two-year study. Data were collected from a combination of key documents; interviews with State agency, collaborating service agency, and school district personnel; and surveys of teachers and administrators.

Twenty school districts, participating in the Modernization Program, were identified for this evaluation study. These school districts contained two-thirds of the students attending South Dakota K-12 public schools. Three of the school districts were selected to participate in-depth in the evaluation study. Survey information (i.e., The Portland Survey and About Your District Survey) was collected from the 20 school districts, as well as a review of district planning and implementation documents and IEPs. Interviews with State and school personnel and parents of children with disabilities were conducted in the in-depth collaborator school districts. Performance indicator information was also extracted from the existing student record systems within the three school districts.

Findings

The following findings on the Modernization Program resulted from the study.

- Policy, planning, and implementation was broadly based. While policy and procedures can generally be viewed as inclusive, the practices of inclusion directed towards students with disabilities by teachers and administrators were not directly addressed by this study.

- Policy statements, while written in inclusive language, do not appear to influence the participation of special education in reform efforts. Funding mechanisms tend to inhibit general education, special education cross-over.

- The program provided educators a unique opportunity to narrow the educational program differences through the utilization of teaching and learning practices which are student-centered and appeal to a variety of ways of learning and knowing.

- Many of the existing practices of inclusion were bolstered by the increased staff development opportunities available to regular and special education teachers.

- Although both the special education teacher and the regular education teacher generally agree with the ideals of inclusion, the special education teacher is not as positive as the regular education teacher that the regular classroom is the most appropriate classroom for the student with disabilities.

- The grades-earned data and the absence data show a mixed picture of the comparative performance of students with disabilities to those without disabilities.

- Students, in their interviews about the Modernization Program, had almost no knowledge of what was happening as a result of this program.

- All of the IEPs examined were generally aligned with curriculum statements or activities.

PROFILES OF THE PROGRAM AGENDA

This appendix contains the OSEP program agendas for the: (1) Technology, Educational Media, and Materials Program; (2) Special Studies Program; (3) Program for Children and Youth with Serious Emotional Disturbance; (4) National Personnel Agenda; and (5) Program for Children with Severe Disabilities. For each agenda, community members from the respective fields were asked to define a mission statement, current program goals, and future goals.

TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS PROGRAM

Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Technology, Educational Media, and Materials Program, community members were asked to identify the advances needed for improving the quality, use, and access of technology, educational media, and materials to achieve better results for children and youth with disabilities.

II. Components of the Agenda

Program Mission

To improve results for individuals with disabilities by advancing the creation, evaluation, and use of tools that enable students with disabilities for life-long learning, inclusion, and productivity.

Targets for the Program

Enable the Learner. The Program will foster the creation of state-of-the-art instructional environments, both in and out of school. Technology, educational media, and materials will be used to enable students with disabilities to access knowledge, develop skills and problem-solving strategies, and to engage in educational experiences necessary for them to participate fully and successfully in our society.

Promote Effective Policy. The Program will promote supportive policy making at all levels in government, schools, and business. Such policies should ensure accessibility, availability, effective application, and consistent use of appropriate technology, media, and materials. The policies will recognize that these tools are essential to achieving better lifelong results for individuals with disabilities.

Improve Use Through Professional Development. The Program will encourage investigation of approaches and strategies for training and supporting teachers, administrators, parents, and related service personnel on the uses of instructional and assistive technologies. This broad group of consumers needs to know what is available and how it can best be used for individuals with disabilities. Acting on such knowledge, they can increase productive use of instructional time; prepare students with disabilities for employment and citizenship; and promote their intellectual, ethical, cultural, and physical growth.

Create Innovative Tools. The program will encourage and support development of varied and integrated technologies, media, and materials which open up and expand the lives of those with disabilities. This can be accomplished by individuals, corporations, or agencies dedicated to improving the educational, social, occupational, and cultural opportunities for all students. Their work should enable individuals with disabilities to achieve the results expected of all students--independence, self-determination, and a quality of life that is productive and personally satisfying.

SPECIAL STUDIES PROGRAM
Division of Innovation and Development
Office of Special Education Programs

I. Context for Agenda Process

To set forth an agenda for the Special Studies Program, community members were asked to identify the information needed to support broad systemic change for achieving better results for students with disabilities.

II. Components of the Agenda

Program Mission

To contribute to the creation of a comprehensive educational and support system in which there is a collective responsibility for providing inclusive programs and individually determined services as a means of meeting unique and diverse needs and ensuring successful results for all children.

Program Information Needs

Management and Regulatory Flexibility. In order to stimulate the integration and participation of children with disabilities in a full variety of regular education settings, promote continuity of services, serve a wider range of children at risk of educational failure, and realize better results for all children, management and regulatory flexibility are needed.

Accountability for Results. To enable the tracking of student progress and the generating of feedback for ongoing system improvement, we need to instill into educational systems accountability for the results of each child's schooling and for use of a comprehensive, community based, family oriented system of education and support.

Community-Supported Schools. To meet the complex and varied needs of students and their families, we need community-supported schools that will become the focal point for family participation in activities and services that foster the development of all children.

School-Oriented Personnel Development Environment and Strategies. To expand the capacity of schools to respond to the diversity of student characteristics and learning requirements, we need to reconfigure the relationships and responsibilities of staff and create an environment of continued professional development capable of improving the learning of all children.

Interagency Collaboration. Families need to be able to enter a comprehensive system of services at any point rather than separately access programs and services from several agencies. In order to reduce gaps in services and realize the full use of existing resources, we need to expand system capacity through interagency collaboration.

Technological Capacity. In order to meet the challenge of remaining current related to an expanding professional knowledge base, developing professional networks, tracking tasks and performance, and increasing responsiveness to informational requests, we need to develop strategies that utilize the existing and emerging technological capacity to obtain, store, analyze and generate knowledge bases.

PROGRAM FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

In 1990, Congress authorized a new program for children and youth with serious emotional disturbance (SED) under Part C (Section 627) of the Individuals with Disabilities Education Act (IDEA). IDEA also mandated a participatory planning process, involving multiple stakeholders in the development of program goals, objectives, strategies, and priorities for all programs administered by the Office of Special Education Programs (OSEP), including the new program for children and youth with SED. Since 1990, OSEP's Division of Innovation and Development (DID) has sponsored numerous meetings and discussions, including teleconferences and focus groups, to implement this planning process and to develop, evaluate, and disseminate a national agenda for achieving better results for children and youth with SED.

II. Components of the National Agenda

Mission and Vision

The Mission is: *Achieving better results for students with SED.* The Vision is: *A reorientation and national preparedness to foster the emotional development and adjustment of children and youth with or at risk of developing SED, as the critical foundation for realizing their potential at school, work, and in the community.*

Program Targets

(1) Expand Positive Learning Opportunities and Results. To foster the provision of engaging, useful, and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with SED.

(2) Strengthen School and Community Capacity. To foster initiatives that strengthen the capacity of schools and communities to serve students with SED in the least restrictive environments appropriate.

(3) Identify and Address Diverse Needs. To encourage culturally and linguistically appropriate exchanges and collaborations among families, professionals, students, and communities. These collaborations should foster positive results for all students and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.

(4) Collaborate with Families. To foster collaborations that fully include family members on the team of service providers that implements family focused services to improve educational results. Services should be open, helpful, culturally competent, accessible to families, and school as well as community based.

(5) Promote Appropriate Assessment. To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with SED. These practices should be culturally appropriate, ethical, and functional.

(6) Provide Ongoing Skill Development and Support. To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth with and at risk of developing SED. Support and development should be ongoing and aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve results for children and youth with SED.

(7) Create Comprehensive and Collaborative Systems. To promote systems change resulting in the development of coherent services built around the individual needs of children and youth with and at risk of developing SED. These services should be family-centered, community-based, and appropriately funded.

NATIONAL PERSONNEL AGENDA
Division of Personnel Development
Office of Special Education Programs

I. Context for the Agenda

To set forth an agenda for the Personnel Preparation Program, community members were asked to identify the needs, goals and objectives for achieving a pool of qualified, diverse, and flexible personnel for serving children and youth with disabilities.

II. Components of the Agenda

Program Targets

Recruitment and Retention. To make sure that the special education and related professions recruit and retain enough people of sufficient quality and diversity to meet the needs of children with disabilities and the needs of their families.

Professional Preparation. To guide a profession in which each succeeding generation of professionals has been rigorously and appropriately prepared and is committed to the highest quality of special education and other services for children with disabilities or their families.

Professional Development. To foster efforts of continuing professional development that respond to both emerging needs and new knowledge and to make appropriate professional development opportunities available to all who need them.

Leadership. To mobilize a system of resources and incentives, and the diverse, versatile leaders needed to prepare and support those who are directly involved in educating children with disabilities and their families.

Objectives To Achieve Goals

The objectives set forth the actions for leading to the achievement of one or more of the program goals. Because of the mutual reinforcement of goals and objectives in this agenda, the objectives are not necessarily tied directly to a single, individual target. Many of them apply across the program targets.

Recruitment and Retention

Expand and maintain a valid, comprehensive body of knowledge on effective recruitment and retention strategies.

Create outreach and information services that will encourage persons with ability and commitment to explore and prepare for careers in special education, related services, and early intervention. In particular, these information services should give attention to culturally and linguistically diverse persons and individuals with disabilities.

Identify and implement incentives for qualified persons to enter and persist in careers in special education, related services, and early intervention.

Identify and implement strategies to recruit and retain qualified personnel in a wide range of difficult-to-fill positions.

Professional Development and Continuing Preparation

Expand and maintain a comprehensive knowledge base that describes the personnel needs of the profession, guides the tasks of preparing the next generation of leaders and direct service providers, and shapes continuing professional development.

Increase the capabilities of professional preparation programs and systems to prepare personnel and provide for continuing professional development beyond initial preparation.

Ensure that the content of programs of professional preparation and continuing professional development is responsive to both the merging knowledge base of the field and its anticipated needs, especially the needs of changing and diverse populations.

Design and deliver innovative, rigorous professional preparation and continuing professional development programs.

Provide incentives for continuing professional development and effective practice.

Prepare all school personnel to provide appropriate services to students with disabilities.

Develop consortia to plan and offer programs of professional preparation and continuing professional development.

Standards for Professional Preparation and Certification

Adopt rigorous national standards for awarding professional credentials.

Develop credential levels that promote career ladders and professional growth.

Adopt national accreditation standards for programs of personnel preparation that encourage flexibility in design.

Strengthening the Link Between Knowledge and Practice

Generate new knowledge that contributes to advance in practice and appropriately serves the distinct needs of diverse populations.

Translate new knowledge into effective applications and apply new knowledge and technologies in advancing professional practice.

Ensure that advances in practice are responsive to existing and newly identified populations and that they incorporate innovative service delivery models.

Ensure that educators and related professionals have the knowledge and skills necessary for effective coordination and collaboration at the classroom level.

PROGRAM FOR CHILDREN WITH SEVERE DISABILITIES

Division of Educational Services
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Program for Children with Severe Disabilities, program staff solicited input from the community members to refine the vision and conceptualization of an integrated lifestyle for individuals with severe disabilities.

II. Components of the Agenda

Mission

The mission for the Program is to improve results for individuals with severe disabilities as measured by an integrated lifestyle.

In order for the Program for Children with Severe Disabilities to achieve this mission, an operational definition of an integrated lifestyle was formed by program staff. Community members who serve children with severe disabilities were asked to further refine the definition. The operational definition of an integrated lifestyle includes aspects and indicators.

Targets

Seven aspects define an integrated lifestyle. These aspects are: education, employment, social relationships, self-determination, recreation and leisure, neighborhood and community, and home. While the aspects serve to bind the concepts of an integrated lifestyle, indicators operationalize the definition. See table C-1 for the aspects and indicators of an integrated lifestyle for children with severe disabilities.

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Table C-1
Framework for the Program for Children with Severe Disabilities

Program Targets		
Aspect	Description	Indicators of an Integrated Lifestyle
Education	Individualized functional curriculums and experiences with students without disabilities.	■ Home school placement ■ Inclusion in regular age-appropriate classes and activities ■ Functional curriculum ■ Community referenced training ■ Individuals and their families integral members of the IEP planning process
Employment	Employment, with the necessary supports, in regular job settings.	■ Individual receives transition services and has employment experiences prior to graduation ■ Individual engages in real work in real workplace settings ■ Individual receives support in the work environment ■ Natural proportions of individuals with and without disabilities are employed at the work site ■ Individual receives wages and benefits appropriate to skills and qualifications ■ Individual communicates with peers in the work environment ■ Individual has transportation to and from work
Social Relationships	Social networks and friendships throughout the individual's life.	■ Individual has friends in the community ■ Individual is included in after school and out of school activities with peers ■ Individual has informal support network of family and friends ■ Individual has long-term, intimate relationships ■ Individual has support in developing social relationships

Table C-1 (cont'd)

Program Targets		
Aspect	**Description**	**Indicators of an Integrated Lifestyle**
Self-determination	Making choices that affect all aspects of lifestyle.	■ Individual has opportunities to make real lifestyle choices ■ Individual preferences are valued and acted on in lifestyle decisions ■ Individual is involved in all aspects of lifestyle planning ■ Individual is supported during decision-making processes ■ Individual has ability to affect lifestyle changes
Recreation and Leisure	Access to and membership in clubs, groups, hobbies, and cultural pursuits in the community.	■ Individual has choices about recreation and leisure activities ■ Individual participates in leisure and recreation activities in the community ■ Individual is a contributing member of clubs and groups of his or her choice in the community
Neighborhood and Community	Access to and inclusion in community activities and services.	■ Individual uses neighborhood and community services on a regular basis ■ Individual participates in neighborhood recreation and leisure activities ■ Individual Education Plans include use of neighborhood and community services
Home	Appropriate living alternatives and family involvement at each stage of the life cycle.	■ Participates in the selection of a place to live ■ Individual selected a place to live among a range of options ■ Individual selects roommates (if roommates were desired) ■ Necessary supports were individually determined ■ Individual is pleased with living arrangements ■ Family is pleased with living arrangements ■ Transition planning efforts address where a person will live ■ Choices and desires at home are valued and respected ■ Individual makes decisions about all aspects of home routines (decorating, meal times, vacations)

ACTIVITIES OF THE REGIONAL RESOURCE CENTERS

The Regional Resource and Federal Center Program assists State educational agencies (SEAs) in building their capacity to improve services for infants, toddlers, children, and youth with disabilities. The role of the six Regional Resource Centers (RRCs) is to provide advice and technical assistance to administrators and educators in SEAs, local educational agencies, and other appropriate public agencies. Information related to the activities conducted by the RRCs is included in each Annual Report.

FEDERAL RESOURCE CENTER CONGRESSIONAL UPDATE: 1997

According to its cooperative agreement with the U.S. Office of Education, the Federal Resource Center (FRC) is responsible for:

1) identifying emerging issues and trends relevant to improving outcomes for students with disabilities;

2) promoting systemic reform; and

3) coordinating the Regional Resource and Federal Centers (RRFC) network and Office of Special Education Programs (OSEP) Technical Assistance and Demonstration (TA&D) Projects.

To this end, the FRC has focused its efforts on a number of proactive strategies to identify and disseminate information about emergent issues and trends in special education. The RRFC *LINKS* quarterly newsletter describes policies, practices and activities related to issues and trends in the field of special education. Articles are contributed by the Regional Resource Centers (RRCs) and the OSEP TA&D network of technical assistance projects. One issue--violence, a growing problem in American schools--was addressed in an issue of the newsletter. The article discussed the views of State directors, family and school strategies to prevent or cope with violence, and effective service delivery to students with emotional disturbance, and training of teachers for those students. Additionally, violence prevention in schools, and specifically violence prevention related to teaching special needs students, was the focus of one of many topical discussion workgroups established to respond to the need for information about needs and trends in special education. In 1997, the RRFC network will publish a data base on violence prevention resources on one of the Great Lakes Area Regional Resource Center Web sites.

Systemic education restructuring has been a primary focus of the FRC. The issue of education reform and systems change was addressed in several articles in the spring 1996 RRFC *LINKS*. Reform seminars for State educational agency (SEA) directors, early intervention systems change for infants, toddlers, and young children using interagency collaboration and stakeholder involvement strategies and strategic cross-agency planning and technical assistance were described in the articles. In the winter 1997 *LINKS*, the emerging concern over educational standards and accountability was discussed from a national, regional, State, teacher, and student IEP perspective. The issues covered in that edition mirror many of the views echoed at the 1996 Department of Education (ED)-sponsored meetings concerning the Improving America's Schools Act (IASA).

The potential of technology in special education is a major focus of information dissemination efforts carried out by the FRC and RRFC network. Articles were published in *LINKS* about using the Web and other tools to disseminate information and provide technology support to educators and students. Technology has been a topic at the FRC's OSEP TA&D conferences. The FRC expanded the 1997 TA&D conference to include discussions of technology's key role in meeting regional and local educational goals. Each RRFC has a Web site that provides information, resources, and technical support that is available in their individual regions and in the RRC system as a whole. The award-winning FRC Web site provides one-stop shopping for anyone who wants to learn about OSEP's TA&D projects, special education in the various States, or the RRFC network.

Sharing technology and technological expertise enables the RRFC to interact with regular education technical assistance providers to meet national goals. Technology continues to play a major role in professional skill development, information retrieval, and dissemination. The Technical Assistance Information System (TAIS) network operated by the FRC and RRC is one way to communicate information. The TAIS offers a way for customers to access technical assistance agreements, information requests, and products quickly. The TAIS has matured with the growth in advanced technology. The TAIS will be housed on regionalized data bases, and RRC staff will be able to access it easily on behalf of their regional clients. In addition, the FRC national TAIS data base will allow sophisticated searches across network RRC programs.

The annual OSEP Technical Assistance and Dissemination Conference has provided a forum for significant issues and trends in special education and needed support services. The TA&D conference enabled the network of OSEP providers to discuss common needs, and offered OSEP staff and OSEP TA&D project staff a forum in which to meet and confer on significant issues affecting regular and special education. Topical training and presentations offer information about new ways of solving difficult problems and enable TA&D providers to enhance their skills. The 1997 conference included presentations on the latest in education technology coordination and collaboration, meeting and conferring with IASA regular education partners, and work sessions on current issues in the special education community.

The FRC took a lead role in convening an RRFC editorial advisory board to guide the FRC in producing documents to assist the RRFC network work with States to include students with disabilities in current reform efforts. The advisory board consisted of professionals knowledgeable of and involved in school and State education reform activities. They identified a number of key questions and issues regarding education finance reform, standards, and assessment and accountability, as well as other issues. In spring 1997 the RRFC network will publish the first of these documents; they will cover the topic of educational finance reform.

An important component of any system of technical assistance and dissemination is its ability to communicate information in a quick and comprehensive manner. The RRFC network has set up a number of workgroups to expand its capacity to communicate on significant issues that affect States and their clients. Emerging issues, such as responding to the needs of large urban school districts, and existing issues, such as access to a State policy database, services related to State monitoring, mental health service coordination, diversity, professional development, transition, etc., are discussed in monthly teleconferences. These topics are often also the subject of daily e-mails between workgroup members. One of the more sophisticated communication networks is the RRCs' information retrieval and dissemination workgroup, which posts individual State and multi-State information requests on a daily basis. One can observe this network processing requests across regions as often as three to five times in a 24-hour period. The FRC regularly participates in a number of workgroups and is involved in all groups on a rotating basis.

Northeast Regional Resource Center: Addressing Emerging Issues in Special Education

Large Cities Meeting on Education Reform and Special Education

Through a multiregional technical assistance agreement with the South Atlantic and Great Lakes Area Regional Resource Centers, and in collaboration with the Urban Special Education Leadership Collaborative of the Education Development Center (EDC), the Northeast Regional Resource Center (NERRC) convened a meeting of representatives from several large urban school districts to share and discuss education reform initiatives and how special education affects or is affected by these efforts. NERRC recommended that city representatives include leaders in special education and general education. Cities participating included New York, Chicago, Houston, Philadelphia, and Milwaukee. Each district provided an overview of current thinking, initiatives, and concerns as to how to ensure that special education is an integral component of a State or district's education reform agenda. In addition to district staff, representatives from OSEP, including Thomas Hehir, OSEP Director, participated.

Common themes emerged regarding each district's work and challenges, as listed below:

- decentralization of special education services, staffing, and budget, which reinforces the increased responsibility and accountability of the building principal;
- use of data to guide improvements in education programming and instruction;
- revamping of special education funding at the district and State levels to ensure that there are no incentives to place students with disabilities in more restrictive placements and that there is greater balance among services and programs in school buildings;
- decategorization of special education programs and services, restructuring of staff, and use of incentives to promote placement in the least restrictive environment;
- affect of high-stakes assessment and standards on special education programs and students with disabilities, specifically regarding testing accommodations and relationship to high expectations for all students;
- increased attention to the provision of supports within general education and use of prereferral systems;
- shifting and transient student populations;
- focus on special education services, not programs;
- increased collaboration among all educational programs in the district, such as Bilingual and Title I;
- affect of choice schools and charter schools on students with disabilities;
- ensuring access to special education programs and services through building accessibility;
- increased focus on prevention, including strengthened efforts toward improving early childhood programming, literacy, and reducing school dropouts;
- problems with balancing State and Federal compliance as well as litigation with quality programs and services;

- blending of district leadership roles and responsibilities, for example, two districts have eliminated the position of director of special education; and
- professional development for general education and special education staff that is systematic and addresses some of the issues identified above.

This meeting was the first time that these major cities were brought together to share common issues and concerns. All participants noted the value of this dialogue, particularly with OSEP staff present, and all expressed an interest in meeting again. The proceedings document produced as a result of the meeting has informed the RRC network about significant urban issues. In addition, increased linkages among the RRCs, large cities, and OSEP were established.

Race, Language, and Special Education Symposium

Based on NERRC's work with the Office for Civil Rights (OCR) and two Desegregation Assistance Centers, it was evident that a need existed to identify and share best practices and program models with SEAs and selected local educational agencies (LEAs) regarding the provision of services to culturally and linguistically diverse student populations.

NERRC, OCR, Project FORUM of the National Association of State Directors of Special Education (NASDSE), and the National Urban Special Education Leadership Collaborative co-sponsored a 2.5-day symposium on race, language, and special education. Participants included SEA representatives from six of the States served by NERRC and local district teams from 18 school districts in those States. National experts addressed issues such as prereferral and assessment, literacy, teaching and instructional strategies, and parent and community involvement. In addition, methods of conducting self-evaluations regarding the placement of culturally and linguistically diverse students in special education were reviewed. SEA participants became better informed as to how to target and provide local school district support and technical assistance. Local school district teams enhanced their knowledge of strategies to better address the learning needs of culturally and linguistically diverse student populations. The State and local school district needs that were identified will guide future NERRC work with States in its region. Ongoing regional and State-specific follow-up activities are envisioned.

Mid-South Regional Resource Center (MSRRC)

The MSRRC serves Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. An increasing concern of State and local personnel has been providing effective services for children and youth with emotional or behavioral disabilities. The MSRRC is working at local, State, regional, and national levels to help educators, parents and other service providers find ways to coordinate and improve services for such students. One example of such an effort can be found in Kentucky.

For the past several years, the Kentucky Department of Education (KDE) has worked with other agencies to improve interagency efforts to develop and provide effective in-State services for children and youth with emotional or behavioral disabilities. These efforts have resulted in fostering interagency collaboration, especially at the State level, which has decreased the number of out-of-State placements. Additionally, KDE is working to improve practices for identifying children and youth with emotional or behavior disabilities (EBD) who are in need of services, for example, specialized instruction. In addition to this increased level of effort, more resources are needed to support schools serving these students.

There is a widespread perception that schools are unsafe and undisciplined. The popular response has supported removal of students with behavioral problems or disabilities rather than finding appropriate intervention. Pre-service teacher training has focused on academic content rather than behavioral intervention. School staff often have not had an understanding about behavior, nor have they developed effective skills in behavioral intervention strategies. While interagency cooperation had occurred at some levels, there was need for outside assistance to help staff from various divisions across KDE come together to coordinate their multiple efforts.

The KDE asked the MSRRC to assist with identifying strategies and actions that would build on existing improvement efforts and move them forward in addressing the needs of the EBD population. KDE provided the funding and the MSRRC provided facilitation, information, and product development. The goal was to increase capacity at the district, community, and State levels to effectively meet the needs of Kentucky students with EBD. By realizing this result, students would experience greater success, and there would be a decrease in the number of dropouts, suspensions, expulsions, and unnecessary placements in alternative schools. Immediate outcomes of the assistance would include:

1. a shared vision (model) of effective school-based approaches to discipline and behavior intervention to provide guidance to schools and lead to more consistent State approaches and decisions;

2. a technical assistance system in place and accessible to schools for support (e.g., training, consultation, crisis intervention, information) in meeting the challenges they face with students who exhibit emotional and behavioral challenges; and

3. local school staff working collaboratively within schools and across agencies to develop preventive and interventive strategies and supports for students and families.

To ensure buy-in across the State, a stakeholder team was formed and included representatives from other agencies, teachers (both special and general education), principals, superintendents, parents, higher education, the Governor's office, the school boards association, and KDE staff. This team was brought together to generate the ideas and concepts that would make up a plan of action. Additionally, a smaller team, consisting of KDE staff from two divisions and a higher education representative, was used to synthesize stakeholder ideas and generate the final version of a plan. The final plan included a vision, a set of beliefs, strategies for moving forward, and a position paper describing what is needed to create schools that effectively address behavioral and emotional needs.

While the plan was being developed, two other efforts were initiated. First, a cadre of specialists was pulled together to form a technical assistance network to provide consultation and support to local schools. Second, a third team began meeting to begin developing the capacity to provide schools with best practice information using technology--specifically the Internet and the KDE Web site.

The results of these efforts are beginning to be felt. Ten schools have received funds (combined special education and Title IV) to help them become model school sites for demonstrating effective ways to address behavior and create safe schools. The effort is generating enthusiasm and interest. The Web page went on-line in March 1997. The KDE lead staff person is currently leading an effort to use the State's experience with the development of their behavior Web page to create a Web page and link for the Collaborative Training and Technical Assistance Group. This is a group made up of multiple agencies, all addressing the needs of children with EBD. This group has designated and is supporting two model sites engaged in developing model strategies for serving these students, such as school-based wrap-around services.

This group also is working to coordinate training and technical assistance through the Web site.

KDE reports that feedback from the local level is very positive. School district personnel are more confident in developing appropriate programs to address the needs of students with emotional and behavioral disabilities and all students in general. There have been reports that volatile situations have been stabilized with the help of the consultant pool.

KDE was asked about the role of the MSRRC and responded that probably the State "would not have pulled it off without the help of the Center." The reported key to being effective was that the MSRRC provided an independent facilitator and resource person who was able to mediate among a variety of representatives and who provided access to extensive information. The MSRRC assistance helped the state focus and ensure continuous support throughout the effort until the desired outcomes were achieved and the State had increased capacity to maintain the system.

South Atlantic Regional Resource Center (SARRC): Arkansas--A Statewide Initiative for Training Paraprofessionals

It was in 1991 that the State of Arkansas identified the need to train paraprofessionals to help meet the needs of students in general and special education classes. A task force consisting of personnel from early childhood and Part H programs, the University Affiliated Program, Arkansas Special Education Resource Center (ASERC), and the State Department of Education was formed to identify competencies for paraprofessionals working with all students.

In 1993, the Arkansas Department of Education solicited the assistance of SARRC to provide assistance in reviewing the list of competencies, identifying best practices in other States, and develop a training packet. The task force convened on several occasions to outline the content to be included in a training packet and design a training strategy. SARRC developed the training packet consisting of four sections or modules: *Legal Aspects of Educating Children and Youth with Disabilities, Roles and Responsibilities of Paraprofessionals, Instructing Students with Disabilities*, and *Diversity*.

In spring 1994, two sections of the training packet were pilot tested in three regions of the State. The trainers were local special education supervisors. The training on *Roles and Responsibilities of Paraprofessionals* included teams of paraprofessionals and teachers. The session on *Legal Aspects of Educating Children and Youth with Disabilities* included only paraprofessionals. The results of the pilot tests provided feedback to the task force regarding the completion of the other two sections of the training packet.

The four components of the training packet were completed in July 1995, after which statewide training for paraprofessionals was offered. A total of 125 individuals attended the training sessions, with 50 attending the training on *Roles and Responsibilities*, 35 on *Legal Requirements*, 20 on *Diversity*, and 20 on *Instructing Students with Disabilities*. In December 1996, follow-up questionnaires were mailed to those participants to determine the impact of the training sessions. A partial summary of the results is reported below:

- Paraprofessionals reported the effectiveness of their communication with their teachers improved as a result of the training.
- Paraprofessionals are sharing classroom responsibilities with the teachers to a greater extent since the training.
- Paraprofessionals became more aware of issues surrounding confidentiality.
- Attitudes about including students with disabilities in the general education program changed to become more positive.
- Paraprofessionals recognized the importance of individual differences among students and learned to individualize instruction.
- Paraprofessionals are using more positive techniques when disciplining students.

Additional training was conducted in January 1997 using a satellite hookup in 35 sites throughout Arkansas and two in other areas (Oklahoma and U.S. Virgin Islands). Approximately 800 paraprofessionals were trained using this approach.

Although the members of the task force have changed since the inception of this project, it continues to meet to tackle new issues related to paraprofessional training. Two additional training modules are currently being developed: *Early Childhood Education* and *Secondary Education*. In addition, the task force is in the process of developing standards for paraprofessionals which will lead to a certification or license. The hope is to have a tier system in place ranging from entry level to an associate's or bachelor's degree for paraprofessionals.

This technical assistance project had some far-reaching effects at the State, local school district, and classroom levels. It gave agencies the opportunity to collaborate and take responsibility for preparing effective paraprofessionals to work with all students. It also serves as a basis for additional policy development in terms of establishing a certification or license for paraprofessionals. The SARRC was also able to build the capacity of the SEA to continue to take the lead on the task force to accomplish additional goals and objectives of the group. The work which was accomplished over the past few years was described at the 15th National Conference on the Training and Employment of Paraprofessionals in Education and Rehabilitative Services.

Great Lakes Area Regional Resource Center (GLARRC): Mediation Workgroup and Behavior Management Training

Mediation Workgroup

One of the outstanding technical assistance activities in which the GLARRC has been working on a region-wide basis is in the area of mediation. Mediation is an alternative to the costly and sometimes ineffective litigation options which at times are invoked by the representatives of students with disabilities and their families against school districts.

GLARRC is Region 4 of the RRC network and provides technical assistance services to the States of Indiana, Illinois, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. In November 1988, GLARRC and the NASDSE conducted a national survey to determine which States had a mediation system that was used either before or after a party had requested a due process hearing. Out of the seven GLARRC States, three had not yet developed a mediation system.

In an effort to better support the Great Lakes States, a regional mediation workgroup was established to: (1) improve States' mediation training, (2) assist mediators and administrators to clarify mediation issues, (3) assist States in their efforts to increase the awareness of other mediation systems and practices, (4) provide the State mediators the opportunity to network with other special education mediators, and (5) support States in their mediation development. The mediation activity, called the "Region 4 Mediation Workgroup," studies and promotes mediation as a more effective and less costly negotiation and conflict resolution option to the litigation between school districts and students. Through facilitation, GLARRC provides the leadership to instigate collaboration among the States and to support a national networking capacity among the States in implementing or improving and expanding their mediation systems. The following examples highlight the results of the efforts of the mediation workgroup:

- Through the mediation workgroup activity, Indiana consulted with several of the GLARRC States that had already implemented a mediation system. In 1989, Indiana established a formal mediation system. Their quest for continuous improvement in their mediation system has resulted in a recent request for GLARRC to facilitate regularly scheduled teleconference calls and meetings with their 16 mediators around the State. Mediators have reported that this forum has assisted in "troubleshooting problems encountered during mediations," "assisted in keeping them abreast on current mediation events," and "added to one's breadth of knowledge and training."

- In 1992, GLARRC provided technical assistance and consultation to the Minnesota Department of Education for its development of a Special Education Mediation Services. In 1996, Minnesota reported cumulative mediation data which was collected over a 4-year period. They found that 91 percent of the cases mediated ended in agreement. Moreover, 95 percent of the people using the mediation services stated that they would use it again. Mediation is now a well-known option for parents and school staff in Minnesota.

- Wisconsin is designing a mediation system that it plans to have in operation for the 1997-98 school year. Its planning committee has used the GLARRC mediation resources extensively in the committee development and design stage.

Region 4 mediation workgroup members (representatives of the seven States served by GLARRC) agreed to participate in a 5-year longitudinal study that has been based on the calendar year and December 1 child count data. The survey collected five common data points and has provided participating SEAs information on trends across the 4 years in which data were collected. This is the last year of the study (1996-97). It has been reported that this information has been a valuable resource for decision making for several SEAs.

Behavior Management Training, Evaluation, and Revision

Reduced behavior problems, a change in attitude toward discipline, and the building of a collaborative model were some of the goals of a restructuring initiative piloted by the Ohio State Education Department to better serve students in their schools. The State requested assistance from GLARRC to evaluate the initiative, to suggest revisions based on the evaluation, and to work with it to expand the initiative.

This initiative is ongoing and growing, according to information gathered by evaluations to date. In addition to establishing partnerships with organizations, including The Ohio Education Association, the Ohio Parent Teacher Association, the Child Advocacy Center, and the Elementary School Administrators, initial evaluation data indicate that teams in the project for 1 year had positive results in a number of areas. The following data show the average percent of change across buildings based on numbers reported:

- 41.3 percent increase in use of new strategies;
- 16.5 percent increase in student awards;
- 16.9 percent reduction in the number of disciplinary referrals;
- 5.7 percent decrease in the number of out-of-school suspensions;
- 3.4 percent reduction in drug, alcohol, or tobacco infractions;
- 22.7 percent decrease in weapon infractions;
- 5.1 percent reduction in verbal threats made by students;
- 45.6 percent reduction in student assaults;
- 50.9 percent decrease in expulsions;
- 15.4 percent reduction in drop-outs;
- 22.9 percent increase in the number of school volunteers; and
- 17.2 percent increase in parent attendance at meetings.

In addition, the follow-up survey of those schools that dropped out of the formal training of the project indicates that 75 percent of the schools still focus on discipline in a positive, proactive, instructional, and systematic manner.

With GLARRC's assistance, Ohio plans to expand the collaborative relationships established to date, to integrate the training used for this initiative with other major initiatives, and to provide focused assistance for the students with severe behavior problems.

Mountain Plains Regional Resource Center (MPRRC)

The MPRRC serves 11 States and the Bureau of Indian Affairs (BIA), which has schools spread across 23 States. During 1996-97, the MPRRC provided these States with over 100 technical assistance activities in special education.

During the past 5 years, States have requested a total of *25 technical assistance activities in the area of special populations.* For technical assistance through the MPRRC, the category can be defined as issues relating to the education of students who have disabilities that are medically related or disabilities of low incidence, such as students who are deaf, blind, or both. Other disabilities in this area could include:

- autism;
- attention deficit/hyperactivity disorder;
- fetal alcohol syndrome/effects; and
- students with special health care needs.

The service options for these groups of students could include one or a combination of the following:

- special education;
- section 504; and
- General education.

Many students served by special education programs fall under the general category of "other health impaired." These students generally have limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes that adversely affects their educational performance. With improved medical care and technology, students with special health care needs are attending public schools at a higher rate, requiring schools to provide health services to maintain these students in a safe educational environment. The issue is further complicated by each State's Nurse Practice Act, which outlines which health care procedures can be delegated (through training and supervision) to a nonhealth care provider, such as a teacher or paraeducator.

Because of the issues relevant to this population, all States in the MPRRC region have requested some type of technical assistance with various aspects of serving students with special health care needs. Recently, Wyoming, Montana, North Dakota, Utah, Colorado, and the BIA have requested technical assistance to develop guidelines for educators and administrators serving students with special health care needs. The guidelines usually address the following topics:

- legal issues,
- service options,
- Nurse Practice Act,
- health care procedures that can be delegated,
- developing an individualized health care plan,
- developing an emergency plan,
- effective assistive technology, and
- parent responsibilities.

In all cases, the guidelines have been developed by a group of stakeholders, including parents, educators, health care providers, SEA staff, and MPRRC staff. After the guidelines are completed, training materials are developed to provide in-service training to school teams. Recently, in North Dakota, teams from all over the State gathered to be trained as trainers. Their job was to return to their schools and train other educators and administrators. Their training packet included:

- State guidelines,
- a presentation outline,
- overhead transparencies, and
- parent information.

This was a wonderful resource for each school to utilize to keep staff current on providing appropriate services. It also established a consistent message and method of serving this population throughout the State.

In many cases, the technical assistance has led to changes in the State's Nurse Practice Act, allowing delegation of certain health care procedures to trained school staff. Examples of some procedures include catheterization, suctioning, administration of medications, and tracheal tube adjustments. These activities have also increased the communication and collaboration between educators and health care providers.

These technical assistance activities have built the State's capacity to serve students with special health care needs, resulting in improved programs and services.

Western Regional Resource Center (WRRC): Transition and Beyond

Transition was targeted in 1984 by OSEP as one of its five priority areas (the others being monitoring, LRE, parent involvement, and early childhood) for RRC assistance to SEAs. SEAs in the Western region have continually sought to improve policies and to support programs to increase the success of students with disabilities as they move from school to work. The WRRC has provided leadership in the region and, nationally, has been actively involved in SEA-led efforts at the State and local levels. These strategies illustrate the benefits and longer term impact which can come from deliberate, collaborative interventions at several different levels across time.

NATIONAL GUIDES: In the early 1990s, the RRCs received numerous requests from States for specific guidance in meeting the intent of the transition amendments in IDEA. The WRRC took the lead in collaborating with the MP RRC and the National Transition Network (NTN) to draft a preliminary checklist for districts to follow in implementing the transition requirements. A draft of the checklist was first presented at a WRRC regional transition forum. This began the development of an accessible, adaptable, and functional document on transition for teachers, families, administrators, and providers. *IDEA Transition Requirements: A Guide for States, Districts, Schools and Families* has been distributed nationwide (initial printing of 3,500 copies), is available through the National Clearinghouse of Rehabilitation Training Materials in paper and electronic form, and is electronically available from the WRRC Web site. Several hundred copies also have been requested through the National Clearinghouse. The guide was distributed at the 1996 OSEP monitoring meeting. The monitoring checklist section was adapted and reprinted in California's *Special Edge* newsletter and in LRP's *The Special Educator.*

In response to State needs to improve transition outcomes, OSEP funded the Statewide Transition Systems Change (STSC) grants in 1991 and asked the WRRC to coordinate the efforts of 12 States that initially received grants. The WRRC sponsored a series of conference calls and facilitated a national meeting in Washington, D.C., to encourage those States to exchange information and help establish a strong national network of transition stakeholders. When OSEP awarded the NTN the responsibility for national coordination and technical assistance for the STSC grants to the NTN, WRRC helped effect a seamless transfer of these functions to NTN. Continued collaboration with NTN and now with the National Transition Alliance (NTA) maintains national connections among technical assistance projects and States for continued program improvement.

REGIONAL SUPPORTS: The WRRC holds regular teleconferences for transition specialists in each of its regional SEAs. These teleconferences promote networking and peer resources among the States and provide information and guidance in critical areas. Additionally, the calls provide ongoing access to information from OSEP-funded State system change grantees and school to work efforts. Teleconferences focus on policy issues and program considerations. Call topics have included: highlighting effects or progress of specific States' programs, reviewing IDEA compliance requirements, featuring speakers on areas of interest such as accessing college.

An important function of RRCs is connecting practitioners with experts who can address specific needs. The WRRC provided that connection in its transition work by contracting with the Arizona SEA's transition specialist to produce a Fair Labor Standards Act Training Manual. This manual has been disseminated widely and used for training in other States.

An area of significant concern for States in the Western region, with special ramifications for transition, has been the provision of educational services to youth with disabilities in correctional facilities. Of particular concern are services to the population of incarcerated individuals with disabilities (generally ages 18-21, but sometimes younger) in adult correction facilities and programs. OSEP monitoring reports cite States out of compliance for providing services to this population (25 of 50 OSEP site visits over the past 4 years have resulted in citations). Acting on increasing requests from States and responding to the Federal findings, the WRRC recently re-introduced regional technical assistance on corrections education. Earlier work, the original "Corrections Connection" (1992), resulted in a resource document disseminated and cited nationally, and a regional meeting focused on the older incarcerated youth. The current activity supports a regional network of State-level education and correction staff. This network is engaged in an informal needs assessment process designed to collect common information about policies and programs for all the States in the Western region. Once completed, the information will be used during teleconference conversations on shared issues and will help the WRRC appropriately target assistance to individual SEAs.

IN THE FIELD: Two recent examples of specific State or local assistance are in American Samoa and Oregon. The WRRC began working with the American Samoa SEA in 1990 on its initial policy and guideline document for a collaborative special education and vocational rehabilitation work-study program. During 1995-96, WRRC staff helped both the special education and vocational rehabilitation staff revise the document, incorporate IDEA transition requirements, and evaluate the island's school-to-work program.

The Oregon SEA requested WRRC assistance to respond to legislative concerns about local program successes in serving and aiding the transition of students with developmental disabilities from school to work. The assistance involved facilitating an interagency team (special education, mental health, vocational rehabilitation) review of programs and preparing a report to the legislature. The report offered a series of recommendations to the SEA on State system improvements. The WRRC has also assisted Oregon in gathering local data and facilitating an interagency task group focused on how to sustain the successes the State facilitated through its State transition change grant, which expires fall of 1997.

Table D-1
Regional Resource Centers (RRC) and Federal Resource Center (FRC) Programs

	States Served
Region 1: H028A30002 **Edward Wilkens** **Northeast RRC (NERRC)** Institute for Program Development Trinity College of Vermont Burlington, VT 05401 Telephone: (802) 658-5036 FAX: (802) 658-7435 TTY: (802) 860-1428 WEB: http://www.interact.uoregon.edu/wrrc/nerrc/index.htm	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont
Region 2: H028A30008 **Kenneth Olsen, Director** **Midsouth RRC (MSRRC)** University of Kentucky 126 Mineral Industries Building Lexington, KY 40506-0051 Telephone: (606) 257-4921 FAX: (606) 258-1901 TTY: (606) 257-2903 WEB: http://www.ihdi.uky.edu/projects/msrrc/index.htm	Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Region 3: H028A30005 **Timothy Kelly, Director** **South Atlantic RRC (SARRC)** Florida Atlantic University 1236 North University Drive Plantation, FL 33322 Telephone: (954) 473-6106 FAX: (954) 424-4309 No TTY Line WEB: http://www.fau.edu/divdept/sarrc/	Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Puerto Rico, Virgin Islands

Table D-1 (cont'd)

	States Served
Region 4: H028A30004 **Larry Magliocca, Director** **Great Lakes Area RRC (GLARRC)** The Ohio State University 700 Ackerman Road, Suite 440 Columbus, OH 43202 Telephone: (614) 447-0844 FAX: (614) 447-9043 TTY: (614) 447-8776 WEB: http://www.csnp.ohio-state.edu/glarrc.html	Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, Wisconsin
Region 5: H028A30009 **John Copenhaven, Director** **Mountain Plains RRC (MPRRC)** Utah State University/Drake University 1780 North Research Parkway Suite 112 Logan, UT 84321 Telephone: (801) 752-0238 FAX: (801) 753-9750 TTY: (801) 753-9750 WEB: http://www.usu.edu/~mprrc/	Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming, Bureau of Indian Affairs
Region 6: H028A30003 **Richard Zeller, Director** **Western RRC (WRRC)** University of Oregon College of Education Eugene, OR 97403 Telephone: (503) 346-5641 FAX: (503) 346-5639 TTY: (541) 346-0367 WEB: http://interact.uoregon.edu/wrrc/wrrc.html	Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau

Table D-1 (cont'd)

	States Served
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ACTIVITIES AND RESULTS OF THE STATE TRANSITION GRANTS

A 5-year cooperative agreement was awarded to the National Transition Network to evaluate and document the approaches and outcomes of the State educational agency/vocational rehabilitation grants. The purposes of the cooperative agreement are to develop, implement, and improve systems that provide transition services for youth with disabilities. This Appendix contains information about the activities developed in selected States to improve transition services.

ACTIVITIES AND RESULTS OF THE TRANSITION SYSTEMS CHANGE INITIATIVE

A 5-year cooperative agreement was awarded to the National Transition Network (NTN) to evaluate and document the approaches and outcomes of projects jointly awarded to State education and vocational rehabilitation agencies. The purposes of the cooperative agreements were to develop, implement, and improve systems that provide transition services for youth with disabilities. This Appendix contains information regarding the effect of State project activities.

Overview of the Transition Systems Change Program

In FY 1991, OSERS authorized, under section 626(e) of IDEA, a special grants program specifically intended to make available, on a competitive basis, one-time, 5-year grants to individual States for the purpose of establishing responsive State systems that address the school-to-work transition needs of youth with disabilities. These State-level projects are cooperative efforts, jointly undertaken by State education and vocational rehabilitation agencies.

Beginning in 1991, the systems change program enabled States and localities to begin implementation of the transition service requirements of IDEA. Although the final regulations did not receive approval until late 1992, the State grants program was instrumental in supporting early implementation efforts in those States initially funded in 1991. Since that time, projects in 45 States and the District of Columbia have served as an important base of support for State educational agencies (SEAs), in partnership with other State and local agencies, in increasing the capacity of States to improve the postschool outcomes and community adjustment of youth with disabilities.

As authorized under section 626(e) of IDEA, the State Systems for Transition Services for Youth with Disabilities Program is intended to address the goals described below.

- Develop effective strategies and procedures for implementing the new transition service requirements contained within Part B of the Individuals with Disabilities Education Act of 1990.

- Increase the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, systems, and other mechanisms for youth with disabilities and families.

- Improve the ability of professionals, parents, and advocates to work with youth with disabilities in ways that promote the understanding of and the capability to successfully make the transition from school to adult life.

- Improve working relationships and collaboration among those who are, or should be, involved in the delivery of transition services, in order to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth with disabilities.

- Create an incentive for accessing and using the existing expertise and resources, or developing expertise and resources, in programs, projects, and activities related to transition.

Although these goals constitute the scope and focus of the State projects, the actual objectives and activities vary considerably across projects. Some States, for example, have focused on training at the local level, while others have focused on regional demonstration sites. The variety of approaches utilized by States, as well as their diverse geographic, political, and experiential positions complicated the task of designing an evaluation approach that would describe and assess the effect of the entire initiative. Standardized collection of a small number of quantitative variables across all the States was not possible, nor would it have been meaningful. The evaluation was designed, therefore, to identify how system change occurred in a State over time, taking into account the unique context of States, as well as the specific strategies used to promote change. Data were collected through interviews with project directors, focus group meetings with personnel from exiting States, and review of existing documents. In addition, surveys were completed by project directors regarding their projects' involvement with parents and the School-to-Work Initiative.

The NTN is currently analyzing the evaluation data in terms of effective change strategies and their impact. Preliminary evaluation of the State projects, however, has identified seven initial influences of the systems change projects. The initial impacts of the systems change projects are:

1. Increased numbers of State, regional, and local transition teams

2. Increased responsiveness of interagency mechanisms

3. Established and improved existing State policies and procedures

4. Increased availability, access, and quality of transition assistance for youth with disabilities

5. Expanded involvement of youth with disabilities and their parents in the transition process

6. Increased participation of State systems change projects in State school-to-work initiatives and other education reform efforts

7. Increased availability and access to information on transition policies, programs, and practices

Further discussion of these areas and examples of the scope and type of impact now occurring within States are provided below.

1. *Increased Numbers of State, Regional, and Local Transition Teams*

Every State has firmly established transition teams at the State, regional, and/or local levels. These teams are composed of a variety of stakeholders, including students, families, and representatives from educational, vocational rehabilitation, and other adult or community agencies. Each of the 12 States that exited in FY 1996 and those that will exit in FY 1997 indicated that all or a portion of the teams would continue to meet past project funding. These teams have provided a vehicle for organizing, promoting, and changing the transition services provided at State, regional, and local levels.

2. *Increased Responsiveness of Interagency Mechanisms*

A major emphasis in each of the State systems change projects has been the improvement of transition programs and services statewide through high levels of interagency coordination and collaboration. Outreach to other agencies, systems, and initiatives has been a critical component of each project. While the actual form and levels of communication vary by entity and State, it is clear that contacts have been established with agencies such as vocational rehabilitation, school-to-work, one-stop shops, adult education, and work force development. Interagency agreements and relationships have been developed, expanded, and refined at the State, regional, or community levels, as well as within local schools.

The application process itself contributed to increased collaboration within the States. To be eligible to receive a systems change project, a joint application must be submitted by the State educational and State vocational rehabilitation agency.

This is the only grant program made available through OSERS that requires a joint application submission between two independent agencies. This has resulted in strengthening the connection between special education and vocational rehabilitation agencies in the planning and delivery of school and postschool services. Overall, SEAs were the receiving agents for 57 percent of the State projects. The majority of the remaining projects were awarded to vocational rehabilitation agencies.

3. *Established and Improved Existing State Policies and Procedures*

The impact of the increased numbers and responsiveness of State, regional, and local teams and interagency efforts is evidenced by shared responsibility for planning and the delivery of transition services, cofunded and cosponsored programs among agencies, and formal and informal policy formulation. The nature of these policies and procedures varies considerably across States, ranging from graduation and curriculum options to State licensure and eligibility criteria for services. For example, in one State, the Division of Developmental Disabilities lowered the age for eligibility of services from 21 to 17. Many States developed a memorandum of agreement with local special education directors to match State and local funds to the Federal vocational rehabilitation formula. This has allowed these States to maximize aid available form the Federal-State rehabilitation program. Another State established a memorandum of agreement among the SEA, Department of Human Services (MR Division), and the State vocational rehabilitation program that makes providing students ages 18-22 with Medicaid services a priority. State vocational rehabilitation direct service funds are thus matched with Medicaid funds to provide for a variety of essential transition services. As a result of this agreement, students with severe disabilities have available to them job coaches and other services upon graduation, thus minimizing the waiting list for services.

4. *Increased Availability, Access, and Quality of Transition Assistance for Youth with Disabilities*

Each State systems change project has implemented State, regional, and local approaches to improving the availability, access, and quality of transition assistance for youth with disabilities. These efforts have resulted in a multitude of services, including increased staff, improved staff skills, increased use of person-centered planning adapted to meet needs of individuals, recruitment and retention of youth with disabilities in postsecondary education, volunteer training teams, topical forms, and activities related to multicultural issues.

Professional development activities have occurred at the continuing education as well as preservice levels. To date, thousands of administrators, professionals, parents, and students have received training through these systems change projects. Continuing education efforts have emphasized the cross-training of professionals to promote collaborative interagency approaches when addressing the transition service needs of youth with disabilities. General education high school teachers and staff have also been included in these training initiatives. Training topics have included the infusion of transition in IEPs, interagency teaming, self-determination, and a wide variety of other issues.

To a more limited extent, systems change projects have also collaborated in the development of university courses on transition. These courses have been included within preservice training programs that prepare special education, vocational education, and vocational rehabilitation professionals. In several States, teacher certification and licensing standards are being addressed. Training is also provided to parents and students, usually orchestrated through parent centers.

State projects have allocated a portion of their funds to support regional and local demonstration sites. To date, over 1,000 sites have been funded to develop, refine, and implement transition strategies. Some examples of the use of these funds include the development of a school-to-work transition program for incarcerated juveniles and young adults, establishment of programs for secondary students ages 18-22 on postsecondary campuses, and increased participation of centers for independent living in transition planning and preparation.

5. *Expanded Involvement of Youth with Disabilities and their Parents in the Transition Process*

It is clear from the data that parents and students are more involved in transition planning, implementation, and systems change than ever before. The amount and type of involvement, however, vary considerably across and within States. Some States have seen increased requests for services, others have increased parent and student attendance at workshops, and all States have observed some increase in student presence and participation at their planning meetings. The majority of the State project directors, however, have observed that these changes are just beginning to occur.

Participation in individual transition planning meetings has been increased through parent training regarding the transition components of IDEA, team building, and the use of person-centered planning as a means for students, parents, and professionals to establish more meaningful transition plans and to increase self-determination skills of students. Every State has provided strategies and related training to students, parents, and professionals on ways to increase the self-determination of youth with disabilities.

At the systems change level, participation has varied considerably. In a joint survey of directors of Parent Training and Information Centers (PTI) and transition systems change projects in 34 States, data revealed that the most frequent activities across the States in which parents participate were to identify transition information and training needs (98 percent) and to provide transition-related training to parents (93 percent). Eighty-three percent of the PTI directors indicated that parents in their State served as members on transition boards and committees. Participation in the other activities was increased if the PTI had a subcontract from the State systems change project. Those with subcontracts were significantly more likely ($p< 0.05$) to provide input regarding transition needs, develop transition-related training for youth, and implement transition-related training for professionals than those PTIs without subcontracts.

6. *Increased Participation of State Systems Change Projects in State School-to-Work Initiatives and Other Education Reform Efforts*

Systems change initiatives have been used by the Federal government for over a decade to promote change in policy, service delivery, and practice in special education and rehabilitation. These prior efforts were evident in many of the transition systems change projects through their use of established interagency networks, training models, and effective practices generated through previous and/or concurrent supported employment and severe disabilities systems change projects.

Over the past few years, however, the school-to-work initiative has emerged as an essential mechanism for linking transition issues with the broader context of school reform, applied learning and economic development. While the political currency of transition as it relates to students with disabilities has declined in visibility, transition and postschool outcomes for all students have become important themes in education. Most of the coordinators of the transition systems change States report that they have been actively working to ensure that the needs of individuals with disabilities are represented in all aspects of the school-to-work initiative. Seventy-six percent of the project directors serve as members of school-to-work interagency committees and boards. Over half of the State project directors have reviewed applications for funding under the school-to-work program (58 percent) or provided technical assistance to local and regional partnerships (55 percent). School-to-work personnel have also participated in transition systems change projects as members of committees or boards (73 percent) or as a provider of technical assistance (64 percent).

7. *Increased Availability and Access to Information on Transition Policies, Programs, and Practices*

Individual State projects, the NTN, and the collaborating parent centers have all contributed to the base of information now available concerning transition policies, programs, and practices. Each actively disseminates this information within its State, as well as nationally. Materials are developed specifically for Federal and State agency staff; for educators, rehabilitation counselors and other professionals; for students with disabilities; and for parents. This has included a wide array of print and media resources. Other information dissemination strategies include teleconferences, production of directories that promote networking among States, and an annual project directors meeting. Many of these activities are coordinated with the National Transition Alliance and the five Regional Resource Centers (RRCs) and the Federal Resource Center. Publications include:

Policy Updates

- *IDEA: Its Impact on Transition Regulations (Winter 1993).* This publication presents the regulatory language of the Act and describes potential implications for youth with disabilities making the transition from school to adult life in four areas--notification, participation in meetings, content of the IEP, and agency responsibility.

- *1992 Rehabilitation Act Amendments: New Requirements for Transition (Spring 1993).* This update discusses the purpose and philosophy of the amendments, eligibility requirements, planning and providing transition services, the Individualized Written Rehabilitation Program (IWRP), interagency collaboration, requirements, and State rehabilitation advisory councils.

- *Job Training Reform Amendments of 1992: Expanded Opportunities for Youth and Adults with Disabilities (Spring 1993).* This publication presents key aspects of the law and interim final regulations that have potential implications for transition services nationally. Topics discussed include:

  - Participant eligibility.

  - Criteria established for hard-to-serve individuals.
  - Training and employment programs addressing transition.
  - Interagency coordination.
  - PIC membership.
  - JTPA accountability to youth and adults with disabilities.
  - State-by-State participation rates of youth and adults with disabilities in JTPA programs.
  - Strategies for increasing participation among youth and adults with disabilities.

- *1992 Carl Perkins Act Final Regulations: Provisions for Youth with Disabilities in Vocational Education (Fall 1993).* This publication presents regulatory language associated with key provisions within the Act, along with several concerns that have been raised regarding those provisions.

- *Supplemental Security Income Program: Benefits for Individuals Making the Transition from School to Adult Life (Spring 1994).* This report provides an overview of SSI as it applies to youth with disabilities at the time of their transition from high school.

- *Youth with Disabilities and the School-to-Work Opportunities Act of 1994 (Summer 1994).* This update presents the key aspects of the statutory language and describes its potential implications for youth with disabilities as served under the Part B provisions of IDEA.

- *Goals 2000: Educate America Act: Implications for Youth with Disabilities as They Transition From School to Work and Adult Life (Summer 1994).* This publication familiarizes readers with specific provisions of the law that directly influence the experiences of high school-age students with disabilities as they prepare for the transition from school to work and adult life.

- *Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1994: Its Impact on Transition Services (Fall 1994).* Expanded community-based services, supported employment, improved service coordination, and case management strategies and advocating for a full range of family supports and services are important components of the national movement to improve transition services for youth with disabilities. This update describes these components and how systems change projects may use each to further the goal of improving transition services for youth with disabilities.

- *Higher Education Amendments of 1992: Provisions for Youth with Disabilities in Higher Education (Summer 1995).* This update presents and briefly discusses the implications of provisions of the Act relating to youth with disabilities transitioning from secondary to postsecondary education, high school teachers and support services staff who want to improve their skills in preparing and counseling youth with disabilities for the transition to higher education, as well as provisions for higher education faculty and administrators who serve youth with disabilities in higher education settings.

Parent Briefs

- *Transition Requirements of the Individuals with Disabilities Education Act (Winter 1993).* This four-part publication for parents and consumers summarizes the transition requirements of the IDEA.

  Number 1: Transition Services: What Does it Mean?
  Number 2: Student Participation at IEP Meetings
  Number 3: Transition Planning: What Are the Ages?
  Number 4: Students and the Graduation Dilemma

- *Vocational Rehabilitation Programs (Winter 1996).* This two-part publication for consumers and parents describes VR programs and services available for transitioning students with disabilities.

  Part 1: Information on Vocational Rehabilitation Programs: Rehabilitation Services Available for Youth with Disabilities

  Part 2: Information on Vocational Rehabilitation Appeals Procedure: Did You Know You Have the Right to Appeal Any Decision Made by Vocational Rehabilitation?

- *Transition Planning for Success in Adult Life (Winter 1996).* This brief provides information on transition planning, services, and activities; it also includes a Transition Checklist that can be used in developing the transition plan.

Network News

This is the newsletter of the National Transition Network through which information on the activities, accomplishments, and impacts of State transition projects is communicated. *Network News* also summarizes NTN activities and features examples of State-level implementation activities and outcomes and effective/exemplary program and practices information.

Lead Articles:

- *School-to-Work Policy for All American Youth (Fall 1993).* Excerpts of testimony of David Johnson, NTN Director, before the Senate Subcommittee on Labor and Human Resources in support of the School-to-Work Opportunities Act.

- *Outcome-Oriented Program Evaluation (Winter 1994).* Edited excerpt from Outcome Assessment in Special Education: Lessons Learned, by Lizanne DeStefano and Mary Wagner.

- *Clinton Signs School-to-Work Opportunities Act (Summer 1994).* Remarks by President Clinton at the signing of the Act.

- *Health Care Reform: Its Impact on Persons with Disabilities (Fall 1994).* A look into the debate on health care reform as it applies to the quality of life for people with disabilities.

- *State Transition Systems Change Projects Are Making an Impact (Summer/Fall 1995).* Impacts of the transitions systems change projects as identified in a preliminary evaluation.

- *Parents and Transition Systems Change (Winter 1995-96).* Summarizes the results of survey conducted by NTN of project directors and directors of the PTIs in 30 States with systems change grants to determine level of parental participation in transition systems change activities.

Reports

- *Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-based Vocational Education Programs According to the Fair Labor Standards Act (January 1994).* Co-produced with the Study Group, Germantown, MD, this report provides guidance to schools operating CBVE programs and encourages the adoption of CBVE programs by schools not presently using this approach. (Note: To order this publication, please send check or purchase order in the amount of $8.00 to Fawn Miliken, 209 Education Building, Colorado State University, Fort Collins, CO 80523 (303) 491-1843.)

- *Including Students with Disabilities in School-to-Work Opportunities (1995).* Prepared in collaboration with the Council of Chief State School Officers, Washington, DC, this report provides guidance to States developing transition systems in response to the School to Work Opportunities Act (STWOA) to ensure that these systems benefit students with disabilities. It focuses on the inclusion of students with disabilities in the STWOA and the lessons learned in designing transition programs for students with disabilities under IDEA for consideration by decision makers implementing school-to-work programs. (Note: Available from Resource Center on Educational Equity, Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001.)

- *Inclusion of Transition-Age Students with Disabilities in Large-Scale Assessments (July 1995).* This report provides a brief description of the functions of large-scale assessments and examines existing and developing policies as they pertain to transition-age youth with disabilities.

- *Individuals with Disabilities Education Act: Transition Requirements--A Guide for States, Districts, Schools, and Families (January 1996).* Jointly developed by the Western Regional Resource Center, Mountain Plains Regional Resource Center, and the NTN, the purpose of this publication is to provide guidance to State, district, school personnel, and family organizations as they ensure that the transition requirements of the IDEA are implemented appropriately for youth with disabilities. It addresses all of the transition components in the Federal requirements and provides examples and suggests practices to meet those requirements. (Note: Copies of this publication may be obtained at cost from National Clearinghouse of Rehabilitation, Training Materials, Oklahoma State University, 816 W. 6th Street, Stillwater, OK 74078 (405) 624-7650; (800) 223-5219; Fax (405) 624-0695.)

- *Directory of Transition Resources (June 1996).* This directory provides a listing and brief description of the transition-related products produced by the State Systems Change Projects on Transition between October 1991 and January 1996. Products include brochures, planning documents, curriculums, videocassettes, and training materials suitable for parents, teachers, administrators, youth with disabilities, and other personnel involved in the provision of transition services.

Status of State Systems Change Projects

To date, 45 States and the District of Columbia have received funding. Twelve of these States completed their 5 years of funding in FY 1995, another 12 are scheduled to complete their funding in FY 1996. A complete listing of these States and primary project contacts is provided below.

Transition Systems Change States Contacts

Initial Project Year: 1991; Exit 1996

(This list contains post-grant contact information.)

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Initial Project Year: 1993; Exit 1998

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Initial Project Year: 1995; Exit 2000

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